



Chapter 6

Activities

Strengthening the linkages between the academic content areas and the Cross-Content Workplace Readiness Standards, the following activities illustrate **interdisciplinary** approaches to workplace readiness. The interdisciplinary approach combines several academic content disciplines and workplace readiness in a single lesson or activity that provides the opportunity for students to see the relationships that exist among the disciplines. In addition, the use of a systems approach allows educators to develop an overview perspective, producing a highly motivating and engaging framework for learning. These approaches will result in students who are informed, skilled, productive, confident, lifelong learners and citizens of the twenty-first century.

This chapter provides *sample* activities that flow from a suggested problem statement. The activities are designed to meet the standards and indicators. Teachers may adopt, or adapt the activities or replace them with ideas of their own.

The activities were developed around a problem statement that empowers students to use cooperative learning to arrive at solutions. Links to other standards are included to suggest connections or relationships to other content areas. The problem spirals through the curriculum from grades K-12. The focus statement uses language that is appropriate to the developmental level of learners. Integrated learning develops skills that are salable, marketable, and of realistic value in the workplace. The number of activities selected will be determined by an interdisciplinary team of teachers as they coordinate student cooperative-learning team research and implementation over project timelines. Different problems may be selected at different grade levels to avoid duplication.





Sections A through D, preparation, action, reflection/evaluation, and extension, are included for each problem statement. Many of the items under section A, preparation, are generic to most or all problem statements, so these have been listed separately beginning on page 3. The teacher may engage in the preparation activities as deemed appropriate. Section B lists the actions (including teacher tips) for the learner. These were arranged to flow in a logical order for reading but are not necessarily sequential. Reflection and evaluation activities, suggested in section C, are designed to allow the learners to contemplate what has been learned and to monitor their progress. The extensions in section D provide ideas for exploring corollaries and tangents.

Also included is a matrix of Cross-Content Workplace Readiness Standards showing related indicators for the activities. The list is illustrative and should not be considered definitive. Implementation will vary across districts and classrooms. (Note that for standard 3, indicator number 15 implies the inclusion of one through fourteen.)

In organizing the student projects, support and approvals may need to be obtained from administrative staff, building maintenance staff, and community and business leaders for activities involving speakers, field trips (transportation), and use of community facilities. The use of thematic problems can be integrated in accordance with district-approved curricula. Critical keys to successful implementation are planning, administrative and community support, and positive public relations outreach.



ACTIVITIES

A. Preparation: The teacher may engage in the following or additional activities as appropriate.

- ▶ Select and adapt/adopt the selected activities as deemed appropriate for the developmental level of the students.
- ▶ Enrich students' background knowledge and understanding of the topics and issues.
- ▶ Collaborate with other teachers and educational specialists to enhance the learner's experience.
- ▶ Investigate school-board policies and state code requirements.
- ▶ Secure appropriate administrator approval where necessary.
- ▶ Incorporate safety principles into the use of all equipment, materials, and movement for all activities.
- ▶ Prepare lessons around career pathways:
 - Arts and Humanities
 - Health and Human Services
 - Mathematics, Science, and Technology
 - Business and Information
- ▶ Incorporate current labor-market information on the availability of job opportunities in career pathways.
- ▶ Collaborate with the library media specialist and other educational specialists as appropriate to identify, secure, and integrate resources (print, non-print, electronic, and people resources).
- ▶ Contact community or business leaders for information and materials related to the problem statement.
- ▶ Work with the library media specialist to develop a related bibliography.
- ▶ Incorporate selected resources and works of literature related to each problem to develop skills and interest.
- ▶ Investigate software applications designed to assist students in developing and using computer models to understand and explore the problem.
- ▶ Develop and maintain a list of speakers and potential sites for field trip and/or community connections.

K-4

Statement A:

The local landfills are full. Propose a solution which encompasses local government, local citizens and local businesses.

Focus: Investigate recycling and waste management in the local community and develop an action plan to improve the situation.

Links to Other Standards: Arts (Visual and Performing) 1.2, 1.3, 1.6; Comprehensive Health and Physical Education 2.1, 2.2; Language Arts Literacy 3.1–3.5; Mathematics 4.3, 4.5, 4.7; Science 5.1, 5.2, 5.4, 5.5, 5.8, 5.12; Social Studies 6.1, 6.4, 6.9; World Languages 7.1

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Listen to a presentation on local recycling efforts and regulations. ▶ Compare recycling and waste management. ▶ List related jobs and duties performed. ▶ Discuss working conditions and personal qualifications. 	1, 7		8, 9, 10	3, 6	1, 6, 7, 8
<ul style="list-style-type: none"> ▶ Read or listen to stories about garbage collection and recycling. ▶ Draw vehicles/containers used for recycling and include a motto for the safe disposal of materials. ▶ Develop the motto in the language of people in the community. 	1	1	2, 8, 15	6	1, 2, 6, 7
<ul style="list-style-type: none"> ▶ Explore the reasons for recycling. Draw conclusions about its impact on the community and the environment. 		1, 3, 8	10	6, 8	
<ul style="list-style-type: none"> ▶ Research the different sources of garbage in the neighborhood; i.e. stores, schools, restaurants, homes, construction sites, factories, etc. and determine how much garbage each source generates. <p>Teacher Tip: <i>Grades K-2 can actually collect pictures of the kinds of garbage by each source, grades 3-4 can make lists.</i></p>		5, 6, 7	1, 3, 4, 5, 7	10	



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Categorize garbage by types and determine how much of each type. Research the amount of time for each type of garbage to decay. Recycle appropriate items into a real or virtual recycling bin, sorting the items into the recycling categories per community regulations. <p>Teacher Tip: <i>Gather materials for students to categorize by community standards. Gather examples of items that use recycled materials. To control safety issues, it is recommended that the teacher select items to be sorted instead of students bringing items to school.</i></p>		5, 6, 7	4, 7, 9	2	1, 4, 6, 7, 8
<ul style="list-style-type: none"> ▶ Brainstorm alternative uses of recyclable materials. ▶ Discuss health and safety issues related to handling and disposing of recycled materials and waste. Discuss industry use of recyclables. 	5			9	1, 4, 6, 7, 8, 9
<ul style="list-style-type: none"> ▶ Plan and implement a community service project related to recycling, e.g., collecting previously owned clothing or furniture to be donated to needy families and businesses, participating in adopt a street/highway program. 	1, 2, 8		1, 4, 8, 13	2, 6, 7, 9, 11	3, 4, 7
<ul style="list-style-type: none"> ▶ Create a multimedia presentation for the local government demonstrating how the group's ideas will solve one garbage issue. Include a proposal for encouraging recycling. 	1	2, 3, 8, 9	1, 4, 8, 10, 14, 15	2, 6, 7, 11	7
<ul style="list-style-type: none"> ▶ Compare and contrast different forms of packaging. ▶ Determine the form that creates the least waste and seems to be the safest. 		1, 2, 3, 6, 7, 8, 10			1, 6, 8, 9
<ul style="list-style-type: none"> ▶ Read labels from packaged goods and discuss the incidence of recycled materials used in packaging. ▶ Check for use of recycling symbols. 	12				
<ul style="list-style-type: none"> ▶ Create a design using recycled materials. ▶ Critique the designs. 		1, 10, 15	3, 5, 11	5, 7	

List of CCWR Standards

1 2 3 4 5

- 7

- 1, 6, 7

[illegible]

- 1, 6, 7

- 1, 4

- 2, 3, 4
5, 7, 8



5-8

Statement A:

The local landfills are full. Propose a solution which encompasses local government, local citizens and local businesses.

Focus: Develop an action plan for the community.

Links to Other Standards: Arts (Visual and Performing) 1.1, 1.2, 1.4; Comprehensive Health and Physical Education 2.1, 2.2, 2.4; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.2, 4.3, 4.4, 4.5, 4.12; Science 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.10, 5.12; Social Studies 6.1, 6.4, 6.9; World Languages 7.1

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
<ul style="list-style-type: none"> Find an article or printed resources related to recycling and bring to class. Report on individual articles and discuss problems and alternative solutions. 		3, 5, 6	4, 5	10	
<ul style="list-style-type: none"> Research the effects of toxic waste on humans and the environment. <p>Teacher Tip: <i>Examine the effects of toxic substances on growth and human development.</i></p>		3, 5, 6, 10	4, 5	10	6, 7, 8
<ul style="list-style-type: none"> Plan a field trip to Sandy Hook or a similar site to examine living organisms on beaches, water and land formations. Hypothesize the effect of pollutants on living organisms and the environment. Discuss jobs related to all aspects of the industry observed. 	1, 3, 7	2	1, 2, 3, 4, 7, 8, 12	1, 2, 9, 11	7
<ul style="list-style-type: none"> Form teams to develop, disseminate, and tabulate an opinion survey in the community. Determine the costs associated with developing and conducting opinion surveys. Prepare a bid sheet, keeping in mind costs and the profit motive. Present a sealed bid to the town council or other local group 	2, 3	1, 2, 4, 7, 8	1, 4, 8, 12, 15	1, 9, 11	7

Continued on next page

Sample Activities

List of CCWR Standards

	1	2	3	4	5
who will select the winning “contract.”					
<ul style="list-style-type: none"> Develop a visual presentation of the results and display the outcomes. 					
<ul style="list-style-type: none"> Brainstorm some of the possible solutions. Identify pros and cons. 				9	
<ul style="list-style-type: none"> Develop an action plan to dispose of toxic waste. Include related safety issues. Identify some of the regulations that are applicable to handling, transporting and disposing of toxic waste. Hypothesize why these regulations are necessary. Describe how the pollutants travel. 		1, 2, 5	1, 3, 4, 5, 11, 13, 14	1, 2	1, 2, 5, 6, 8
<ul style="list-style-type: none"> View and critique a film that depicts a communicable disease or hazardous health risk situation. Compare and contrast the solutions presented in the film with the research reviewed. Discuss the role of governmental health agencies in health issues. 	3		1, 2, 8, 12	5, 10	1, 5, 6, 7, 8
<ul style="list-style-type: none"> Investigate employment opportunities in the associated career pathway. 	2, 3, 5	2, 3, 5	4, 5	6	
<ul style="list-style-type: none"> Invite guest speakers from those business, industry, and government agencies. 	6, 7	6	10, 12		
<ul style="list-style-type: none"> Complete a cost analysis for the action plan. 	12	2, 3, 7, 8			
<ul style="list-style-type: none"> Create a multimedia presentation for the action plan. <p>Teacher Tip: A portion of the plan may be prepared in a different language representing the ethnic groups of the community.</p>	1	2, 3, 7, 9	1, 4, 8, 10, 14, 15	2, 6, 7, 11	7



List of CCWR Standards

1 2 3 4 5

- | | | | | |
|---|------------|-----------------|------------------|---|
| 5 | 2, 7, 9 | 8, 9, 10,
12 | 1, 2, 3,
4, 9 | 7 |
| | 2, 3, 7, 8 | 1, 3, 8 | 5, 9 | |

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- | | | | | |
|---|---------------------------|---------------|--------------------|-------|
| 3 | 2, 3, 5 | 1, 3, 4, 5 | 10 | 1, 5, |
| 3 | 2, 3, 6
7, 8, 9.
10 | 1, 2, 3
15 | 1, 2, 3, 9
3, 9 | |
| | 2, 3, 5, 6 | 1, 3, 4 | 10 | 7 |

9-12

Statement A:

The local landfills are full. Propose a solution which encompasses local government, local citizens and local businesses.

Focus: Develop an action plan for the community.

Links to Other Standards: Arts (Visual and Performing) 1.2, 1.3, 1.6; Comprehensive Health and Physical Education 2.1, 2.2; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.2, 4.3, 4.5, 4.7, 4.9, 4.12; Science 5.2, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.12; Social Studies 6.1, 6.5, 6.5, 6.12; World Languages 7.1, 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: The student will

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Brainstorm the types of garbage generated by homes, businesses, and government agencies. ▶ Categorize waste by types and calculate the volume of the waste handled for the community. 				9	
<ul style="list-style-type: none"> ▶ Conduct a longitudinal study of incentives and disincentives for recycling products. ▶ Hypothesize forces that are responsible for increased production of waste in the community, state, and world. ▶ Identify public and private agencies that accept items for recycled use and explain the benefits, e.g., eyeglasses, batteries, cars, etc. <p>Teacher Tip: Students may want to focus on a study for the school rather than on a study for the entire community.</p>		2, 3, 4, 5, 6, 7, 8	1, 3, 4, 5, 8, 9, 10, 12	2, 9, 10	
<ul style="list-style-type: none"> ▶ Contact a local waste management firm and gather data on the costs associated with disposing of various types of products. ▶ Analyze the data in a spreadsheet program using algebraic formulas. ▶ Compare costs to consumers and costs to the waste management firm. ▶ Hypothesize the cost for the school, a selected business, a 	12	2, 3, 4, 7, 8	2, 3, 4, 5, 8, 9, 10	3	7, 8

Continued on next page



Sample Activities

List of CCWR Standards

	1	2	3	4	5
government agency, and a typical home in the community.					
▶ Calculate and chart the actual costs to comply with regulations and implement safety and health precautions.					
▶ Research the issues and find an article that identifies attempts to establish a new waste disposal location/plant.		1, 2, 3, 5, 6, 7	1, 3, 4, 5, 8, 12, 15	1, 2	
▶ Examine the pros and cons of developing the site/plant.					
▶ Investigate potential hazards the transportation of toxic waste poses to the communities it must pass through and what can be done to prevent accidental spills.					
▶ Develop a marketing plan and one public relations piece to convince residents of the need for the site/plant.					
▶ Plan and conduct experiments of various materials e.g., aluminum, newspaper, glass, plastic to determine their properties and the ability to be recycled. Teacher Tip: Students may need to research the properties of the materials.		2	1, 2, 3	7, 9	6, 8
▶ Create a table comparing the advantages and the disadvantages of incineration as a disposal method.		2,4	4, 5, 8, 9, 12	10	6, 8
▶ Create a visual presentation on safe ways of disposing of various materials or products.		2, 8	1, 8, 15		5, 6, 7 8
▶ Develop and execute a plan for assisting a community organization that redistributes previously used materials to other residents. Teacher Tip: Plan a volunteer or community-service project and have students add an entry on their participation to their resums.	1, 3, 5, 8, 10	2, 3, 7	10	1, 2, 3, 6, 9	7
▶ Design and develop an object that uses recycled materials as the energy source.		1, 2, 3, 8	1, 2, 3, 6, 10, 11, 14, 15	1, 2, 11	4, 7
▶ Trace the issue of waste disposal through past eras. Include information on health and sanitation issues.		3, 5, 6, 7	4, 5	10	

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Compare current waste quantities and disposal techniques around the world. <p>Teacher Tip: Recommend communications via the Internet that might include native languages.</p>		3, 5, 6, 7	3, 4, 5, 8, 9	10	
<ul style="list-style-type: none"> ▶ Prepare a proposal for the community that will maximize the reuse of unwanted products, as well as minimize the amount of waste to be disposed. 		2, 3, 5, 6, 7, 8	4, 5, 11, 14	1, 2	2, 6, 7
C. Reflection/Evaluation					
<ul style="list-style-type: none"> ▶ Research an article that shows the ways in which people have been helped through recycling projects. Write a narrative on feelings about the project. 		2, 3, 5, 6, 7, 8	10		
<ul style="list-style-type: none"> ▶ Write a futuristic story about what the earth will be like if the waste keeps increasing. ▶ Illustrate or dramatize the story. 		3, 8	1, 8, 10		
D. Extension					
<ul style="list-style-type: none"> ▶ Research and plan experiments to determine ways of limiting the deterioration of food products that results in waste. ▶ Write up lab procedures and results. 		2, 3, 5, 6, 7, 8	1, 3, 6, 7, 8, 9, 14	2	6, 7
<ul style="list-style-type: none"> ▶ Debate the ethics and impact of genetic engineering. 			10	10	
<ul style="list-style-type: none"> ▶ Use previously owned garments to make a quilt to be donated to a charity or a health-care facility. 	8	7, 8	1, 13, 15	1, 2, 5, 9	7
<ul style="list-style-type: none"> ▶ Create a sculpture using recycled materials. ▶ Form a company whose purpose is to sell its artistic works for profit. ▶ Develop an organizational design diagram. ▶ Define roles for various positions. ▶ Apply for positions and perform duties in the following areas: develop an operational budget, develop and implement a plan for a show, develop a plan and solicit contributions, plan and implement marketing strategies, develop and hold tours, 	1, 2, 5, 7, 9, 10, 11, 12	2, 3, 4, 8	2, 15	1, 2, 3, 9, 11	7

Continued on next page

K-4

Statement B:

A schoolwide unity day to celebrate diversity is being planned by the school. As part of the celebration, a mini-Olympics will be held. A plan needs to be developed and implemented to include opening exercises, main events, and closing ceremonies. A small budget has been allocated but will need to be supplemented.

Focus: Develop an understanding of the components of an Olympic celebration. Plan, implement, and evaluate a schoolwide mini-Olympics.

Links to Other Standards: Arts (Visual and Performing) 1.3, 1.6; Comprehensive Health and Physical Education 2.5, 2.6; Language Arts Literacy 3.2, 3.3, 3.5; Mathematics 4.1.3, 4.1.8; Science 5.3; Social Studies 6.8; World Languages 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: The student will

		List of CCWR Standards				
		1	2	3	4	5
<ul style="list-style-type: none"> Discuss the cultural diversity of participants in various Olympic events. Create a visual representation highlighting the different cultural groups. 			5, 6, 7, 8	4, 5, 9, 12	6	
	<ul style="list-style-type: none"> Compare and contrast differences in participants' backgrounds, skills, limitations, ethnicity, gender, languages, etc. 		4, 6, 7	4, 5, 9, 12	6	
	<ul style="list-style-type: none"> View excerpts from Olympic events. Create a concept chart of the components of an Olympic celebration, e.g., opening and closing ceremonies, various sporting competitions. 		7	7, 8, 9		
<ul style="list-style-type: none"> Plan events to be held in the school's Olympics. 	<p>Teacher Tip: Committees may be divided by grade/developmental level, classes, or committees within a single class.</p>	2, 3	4, 6, 7, 8	1, 4, 5, 8, 13, 15	1, 2, 3, 9, 11	1, 2, 5, 6, 7, 8, 9

Continued on next page



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Brainstorm the type of emergencies that might occur during ▶ Develop a plan that addresses how emergencies will be handled. 		2	1, 3, 15	9	1, 2, 6, 8, 9
<ul style="list-style-type: none"> ▶ Discuss job opportunities that will be available for the Olympic events. ▶ Establish the framework for applying for positions and carrying out functions. 	2, 3, 5, 9, 10, 11	2, 6, 7	4, 5, 13	1, 2, 6	
<ul style="list-style-type: none"> ▶ Develop a procedure for compensation, rewards, incentives, etc., for completing assignments/job tasks. 	1, 5, 12	2, 7, 9	1, 4, 5, 11, 13	1, 2	
<ul style="list-style-type: none"> ▶ Devise a marketing plan and publicize the school Olympics to the school community. 	3	6, 8, 9	4	2, 9	
<ul style="list-style-type: none"> ▶ Listen to several musical themes. ▶ Discuss theme, tempo, beat, and the feelings they evoke. ▶ Select a musical theme to use for the opening and closing ceremonies. ▶ Write and perform a song in another language. 		8	1, 10, 15	1	
<ul style="list-style-type: none"> ▶ Develop noncompetitive activities to participate in as an individual or team. ▶ Include games that are specific to different cultures. 		6	5	2, 6, 7	1, 6, 7
<ul style="list-style-type: none"> ▶ Produce a banner celebrating diversity for each class or team to carry into the arena for the opening ceremony. ▶ Develop the banners in a second language being studied. <p>Teacher Tip: Demonstrate safety procedures and the safe use of tools and equipment during banner production.</p>		8, 9	1, 15	6, 9	1, 4, 7, 8
<ul style="list-style-type: none"> ▶ Discuss sportsmanship and ways to practice it in the activities. ▶ Identify and discuss rules of sportsmanship. 	1			2, 6, 7	
<ul style="list-style-type: none"> ▶ Analyze a case study on a conflict situation in a mini-Olympics. ▶ Discuss issues. ▶ Use puppets or similar materials to present solutions. 	5		1, 2, 11, 13, 14	6	

Sample Activities

- ▶ Chart the fastest, average, and slowest times for selected events.

Teacher Tip: *Wherever appropriate, substitute distance, height, and/or weight for the time.*

C. Reflection/Evaluation

- ▶ Discuss whether participants had fun through the planning of and participation in the event.

- ▶ Explain how the diversity of the participants contributed to the success of the event.

- ▶ Talk about why everyone can have fun, winning or losing.

- ▶ Evaluate the success of the event.

- ▶ Monitor feelings about participating in the program.

D. Extension

- ▶ Watch a Special Olympics event and compare it with the school's event.
- ▶ Visit, if possible, an Olympic training site or a site for field activities.

List of CCWR Standards

1	2	3	4	5
	2, 7			
			3, 4, 5	
			6	
			3	
			11	
		10	3, 11	
		9, 12		7

Continued on next page



5-8

Statement B:

A schoolwide unity day to celebrate diversity is being planned by the school. As part of the celebration, a mini-Olympics will be held. A plan needs to be developed and implemented to include opening exercises, main events, and closing ceremonies. A small budget has been allocated but will need to be supplemented.

Focus: Develop an understanding of community and individual differences celebrated in a Special Olympics.

Links to Other Standards: Arts (Visual and Performing) 1.1, 1.3, 1.4; Comprehensive Health and Physical Education 2.5,2.6; Language Arts Literacy 3.2, 3.5; Mathematics 4.5, 4.6, 4.9; Science; Social Studies 6.9; World Languages 7.2

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: The student will

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Research the summer or winter Olympics. ▶ Include a segment on times when local community Olympics were not held due to political or other conflicts. <p>Teacher Tip: Visit www.specialolympics.org.</p>		5, 6, 7	1, 4, 5, 8		
<ul style="list-style-type: none"> ▶ Explore the use of conflict resolutions skills in situations where groups or individuals disagree. 	1		1	4, 5, 6, 7	
<ul style="list-style-type: none"> ▶ Identify the ethnic diversity in the town and research the cultural background of each. ▶ Research changes in the demographic make up of our country. ▶ Analyze the data in a spreadsheet program using algebraic formulas. ▶ Present the results in a graph. 		4, 6, 7	4, 5, 12	6	
<ul style="list-style-type: none"> ▶ Research the languages of the various ethnic groups of the community and act as interpreters at planned events. 		4, 6, 7	4, 5, 12	6	

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> Investigate Special Olympics and invite participants in this initiative to speak. Role-play participation in a Special Olympics event. <p>Teacher Tip: Emphasize self-worth, self-image, and evaluation related to winning and losing and accomplishments.</p>		4, 6, 7	4, 5	6, 7	3, 7
<ul style="list-style-type: none"> List jobs that will be available in producing a Special Olympics, e.g., coaches, athletic trainer, scheduler, judges, sales. 	9	2, 7	4	2	
<ul style="list-style-type: none"> Select a job and research the skills required to perform that job. Write a letter of application; participate in a job interview. Perform the tasks associated with the job. 	2, 3, 5, 7, 8, 10, 11	4, 6, 7	4, 5		3, 4, 5, 7
<ul style="list-style-type: none"> Develop opening and closing activities that include a dance, song, and welcome speech, etc., incorporating languages represented in the community. 		6	5, 15	2, 6, 7	3, 6, 7
<ul style="list-style-type: none"> Develop competitive and noncompetitive events. Compare the skills necessary for events with employability skills. 	1, 5	6	9	2, 6, 7	1, 3, 8
<ul style="list-style-type: none"> Recommend a comprehensive plan for the safe participation of all guests/participants. 		6	4, 11, 13		2, 8, 9
<ul style="list-style-type: none"> Develop a training program concerned with the specific demands of each event, e.g., physiological, nutritional. 		4, 6, 7	15	1, 9	2, 5
<ul style="list-style-type: none"> Develop an advertising campaign in multiple languages/or in a language other than English. 		4, 6, 8	4, 15	1, 6	
<ul style="list-style-type: none"> Establish and develop competitive teams to plan and execute a plan for innovative ways to raise funds. Identify the team that raises the most money. Determine a reward for the winner. Compare and contrast anticipated revenue with actual revenue. Plan for team distribution of profits and awards. Analyze the techniques used by the winning team and <p><i>Continued on next page</i></p>	1, 2, 5 12	4, 5, 6, 7	4, 5, 15	1, 2, 9	7, 8



Sample Activities

List of CCWR Standards

	1	2	3	4	5
determine strategies for future improvement. <i>Teacher Tip: Follow district policies and procedures with regard to fund-raising.</i>					
C. Reflection/Evaluation					
▶ Evaluate the job selected and write a short essay on what was liked, what disliked or what could be improved for next time.	2, 3, 5		2, 8, 10, 11	1, 3, 11	
▶ Compare the feelings created by competitive and noncompetitive events.			11	3, 11	
▶ Determine the success of efforts to involve participants and spectators. ▶ Analyze data and present information on the number of spectators and the number of participants in events. ▶ Analyze the data in a spreadsheet program using algebraic formulas.		4, 7	7, 8, 12	2, 3	
▶ Role-play participation in Special Olympics event. ▶ Record feelings and abilities in a journal.			10	2, 3, 6	3
▶ Develop an injury prevention program for athletes, spectators, event organizers, coaches, or judges, etc. which would also include first aid procedures.		6			1, 2, 6, 9
D. Extension					
▶ Volunteer to serve on committees for the state's Special Olympics.	1, 3, 8, 9			2, 6, 7	7

9-12

Statement B:

A schoolwide unity day to celebrate diversity is being planned by the school. As part of the celebration, a mini-Olympics will be held. A plan needs to be developed and implemented to include opening exercises, main events, and closing ceremonies. A small budget has been allocated but will need to be supplemented.

Focus: Develop an understanding of the components of an Olympic celebration. Plan, implement, and evaluate a schoolwide mini-Olympics.

Links to Other Standards: Arts (Visual and Performing) 1.1, 1.2; Comprehensive Health and Physical Education 2.2, 2.3, 2.5; Language Arts Literacy 3.2, 3.5; Mathematics 4.2; Science 5.1, 5.3; Social Studies 6.5; World Languages 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: *The student will*

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> Determine and convene essential committees to host Olympics such as financial; advertising; main events; opening and closing events; crowd care; awards; transportation; security; food; medical care; lodging; facilities construction; cleanup, etc. <p>Teacher Tip: <i>Include cultural diversity and customs.</i></p>	5	4, 6, 7, 8	1, 4, 8	1, 2, 6	8
<ul style="list-style-type: none"> Develop job descriptions and highlight transferable skills. Develop application scoring sheet. Apply for positions on the committee. 	2, 3, 5, 9, 10, 11				
<ul style="list-style-type: none"> Develop a committee implementation plan based on consensus and the integration of ideas. 	1	7, 8	1, 4, 8, 15	1, 2, 4, 5, 7, 9	2
<ul style="list-style-type: none"> Investigate the sites of past Olympic events. Compare and contrast cultures and their impact on experiences. 		4, 5, 6, 7	1, 4, 8, 9, 12	6	



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Analyze the incidence of injuries and accidents and determine safety hazards at Olympic training or events. ▶ Analyze the data in a spreadsheet program using algebraic formulas. ▶ Develop an injury prevention plan. 		4, 6, 7, 8, 9	12		1, 2, 5, 8, 9
<ul style="list-style-type: none"> ▶ Construct a personal schedule for an Olympic athlete. 		8	13		
<ul style="list-style-type: none"> ▶ Develop a complete itinerary for an athlete, a spectator, media personnel, support teams, and local citizens. 		8	5, 8, 15		
<ul style="list-style-type: none"> ▶ Develop a multimedia presentation on careers in sports, tourism, hospitality, media, and communications in the state of New Jersey. 	3, 9	2, 8, 9	15	9	
<ul style="list-style-type: none"> ▶ Conduct the schoolwide mini-Olympics to implement all planned phases. 	1, 3, 5	9	15	5	1–9
<ul style="list-style-type: none"> ▶ Propose solutions to drug use in competitive athletic events. 		6	3, 4, 5	8	1
<ul style="list-style-type: none"> ▶ Develop scoring and record-keeping systems for time, distance awards, technical difficulty, etc. 		1, 4, 7, 8			
<ul style="list-style-type: none"> ▶ Establish a banking system for currency exchange, etc. 	12	4, 7			
<ul style="list-style-type: none"> ▶ Calculate the costs and expenses to hold an Olympic festival. 	12	2, 7			
C. Reflection/Evaluation <ul style="list-style-type: none"> ▶ Assess group work as it relates to achieving a goal. ▶ Explain difficulties and conflicts. ▶ Propose resolutions. ▶ Write a story with two endings: one that illustrates successful conflict resolution and one that depicts the results of an unsuccessful resolution. 			3, 13	4, 5, 11	



K-4

Statement C:

Statistics indicate that drugs have an impact on worker productivity and safety. Develop a program or campaign focusing on the reduction of substance abuse in the community and in the workforce.

Focus: Develop general awareness about substance abuse and its effect on personal behaviors and life.

Links to Other Standards: Arts (Visual and Performing) 1.1, 1.2, 1.3, 1.4, 1.5; Comprehensive Health and Physical Education 2.1, 2.2, 2.3, 2.6; Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5; Mathematics; Science 5.1, 5.2, 5.3, 5.6; Social Studies 6.1; World Languages

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
▶ Use a book, a cartoon, or a program to identify the role models, character traits, and problem behaviors (include substance abuse) of people in various employment and life situations.	1, 2, 5		4, 5	6	5
▶ Implement an incentive program to acknowledge students who display good character traits.	2, 5	2	15	1, 2, 11	
▶ List and discuss the reasons for taking drugs.			1, 3, 9	3	
▶ Distinguish between a good drug and a bad drug.			1, 3, 9	8	1, 6, 8
▶ Differentiate between the use and abuse of substances.			3, 5	8	1, 6
▶ Draw a cartoon promoting a healthy lifestyle.			1, 10		
▶ Analyze the effect of individual choices, including drug use, on family, community, education, and employment (performance and safety).		5	9, 12		1, 6

Sample Activities

List of CCWR Standards

	1	2	3	4	5
▶ Role-play making choices in given situations and hypothesize the impact of the decisions made.			1, 3, 13	2, 8	
▶ Practice saying no to drugs/substances.				8	
▶ Discuss how substance abuse by community helpers and workers might affect people.	1	6	8		6, 8
▶ Identify the range of injuries and accidents that might occur as a result of a worker's use of drugs.					
▶ Develop a poster campaign depicting the importance of a drug-free workplace and community. Display the posters throughout the school or parade them around the block. Teacher Tip: Ask the police department to help with traffic control.	1	8		1, 2	1, 2, 8
▶ Invite the school student assistance counselor or other available professional to address the class on substance abuse. Teacher Tip: The school counselor is a good resource for building students' self-esteem and for substance abuse prevention.			4, 5	8	
▶ Develop questions and interview a parent/guardian or relative about substance abuse and consequences in the workplace.	1, 2		3, 8	6	
C. Reflection/Evaluation					
▶ Create a journal of personal character traits that make you special (use print or pictorial representations).			4	3, 8, 10	
D. Extension					
▶ Using a word-processing program, create a story that illustrates the impact of the character traits and skills discussed in the world of work.	1, 2, 5	2, 8	1		
▶ Hold a ceremony to declare "I am drug-free."	1	2		3, 8	9
▶ Collect nonperishable items and money.	8, 12	2		1, 2	3, 6, 7, 8
▶ Take a trip to a local food bank/soup kitchen to donate items.					



5-8

Statement C:

Statistics indicate that drugs have an impact on worker productivity and safety. Develop a program or campaign focusing on the reduction of substance abuse in the community and in the workforce.

Focus: Develop an antidrug media campaign.

Links to Other Standards: Arts (Visual and Performing) 1.1, 1.2, 1.4; Comprehensive Health and Physical Education 2.1, 2.2, 2.3, 2.6; Language Arts Literacy 3.1, 3.2, 3.4, 3.5; Mathematics 4.1, 4.2, 4.5, 4.7, 4.12; Science 5.1, 5.6; Social Studies 6.1; World Languages 7.1, 7.2

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Using a spreadsheet program, analyze the extent of drug use in our country over the last ten years. ▶ Present the results in a graph. Research the effects of substance abuse on human physiology and human behavior. ▶ Research on the Internet the impact of substance abuse on the workplace. 		4, 5, 7	1, 8	10	
<ul style="list-style-type: none"> ▶ Choose and invite students and speakers from the community to discuss the impact of substance abuse on life and employment (examples: sports, clubs, military, officeholders). 	2		4		6
<ul style="list-style-type: none"> ▶ Identify jobs where safety might be compromised if a worker is using drugs. ▶ Create a database related to loss of time, injuries, costs to employers, etc. ▶ Analyze the data in a spreadsheet program using algebraic formulas. 		4	5		1, 6
<ul style="list-style-type: none"> ▶ Organize and evaluate different advertisement campaigns. ▶ Brainstorm advertising methods on the board and break into 		2, 8	3, 15	1, 2, 7, 9	

Continued on next page

Sample Activities

List of CCWR Standards

	1	2	3	4	5
subcommittees to establish short- and long-term goals, set up a timeline, identify resources and materials for project completion, and establish roles for the group.					
<ul style="list-style-type: none"> ▶ Form small groups and research methods of advertising. ▶ Search various resources for existing ad campaigns targeting substance abuse. ▶ Evaluate the effectiveness of the advertising. 		3, 5, 6, 7	2,5	2, 10	
<ul style="list-style-type: none"> ▶ Analyze antidrug ad campaigns from different countries. ▶ Identify methods of propaganda included in the various campaigns. 		5	9, 12		
<ul style="list-style-type: none"> ▶ Investigate various careers in advertising through research and speakers. (Speakers share their knowledge and samples of their ad campaigns.) 	3, 5, 6	6	4		
<ul style="list-style-type: none"> ▶ Organize, synthesize, and evaluate the different ad campaigns for their target technique. Keep a log. 		3, 5, 6, 7	7, 8, 9		
<ul style="list-style-type: none"> ▶ Plan and implement an “Ask the Experts Day” to consult experts in the fields of advertising, television, media, and print. ▶ Include such topics as the use of technology, problems, career opportunities, and academic preparation to facilitate the development of the advertising campaign. 	1, 2, 3, 5, 7	10	3, 4	7, 11	9
<ul style="list-style-type: none"> ▶ Create a media ad campaign that uses persuasive techniques and focuses on reducing substance abuse in the workplace. ▶ Use strategies such as PowerPoint presentations, radio commercials, television ads, plays, short films, posters, bumper stickers, T-shirts, painters hats, songs and raps. ▶ Include inter- and intrapersonal skills and safety in the workplace. 		2, 4, 5, 6, 7, 8, 9	15	1, 2, 9, 10	3, 4, 7, 9
<ul style="list-style-type: none"> ▶ Design a rubric to evaluate the ad campaigns. 		2	8		
<ul style="list-style-type: none"> ▶ Present ad campaigns to an audience, referencing the various advertising related careers that would be involved in preparing and presenting ad campaigns in the workplace. 	3, 5, 6, 7	2, 8, 9	15	9	



C. Reflection/Evaluation

- ▶ Conduct a survey to determine the best campaigns.

- ▶ Develop and host a contest for teams to present ad campaigns to judges.

D. Extension

- ▶ Identify contacts to offer the “best campaigns” to local radio and television stations to use as public service announcements.
- ▶ Make these “best campaigns” available for community businesses to use in their employee training programs.
- ▶ Track the winning campaigns that were used by the stations and the companies. Analyze the campaigns for similarities and differences that led to their selection.

- ▶ Hypothesize ways in which advertising will be used in the future.

A Road Map for Learning

9-12

Statement C:

Statistics indicate that drugs have an impact on worker productivity and safety. As a CEO, develop a program focusing on the reduction of substance abuse in the workplace.

Focus: Develop a substance-abuse prevention program for the workplace.

Links to Other Standards: Arts (Visual and Performing) 1.3; Comprehensive Health and Physical Education 2.1, 2.3; Language Arts Literacy 3.1–3.5; Mathematics 4.1–4.5, 4.11; Science 5.1, 5.2, 5.5, 5.6; Social Studies 6.1, 6.6; World Languages 7.1

Sample Activities

A. Preparation: (See page 6-2)

B. Action: *The student will*

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> Interview local business leaders, union leaders, and local medical personnel to ascertain the perceived extent and impact of substance abuse in the workforce in the local area. 			3, 4, 12		9
<ul style="list-style-type: none"> Survey local companies to determine the number of companies that have operational substance abuse programs and related safety and health guidelines in their workplace. 		2, 4, 7, 9	3, 4		8
<ul style="list-style-type: none"> Research the statistical data on the financial consequences of substance abuse in the workforce. <p>Teacher Tip: <i>Students may calculate the financial impact of drug abuse on their community. Research hospital and police records, approximate costs in lost staff time, medical care, damaged property, etc.</i></p>	12	2, 3, 4, 5, 6, 7	3, 12	10	
<ul style="list-style-type: none"> Develop a web page that lists the types of employment positions available in a company. Develop a list of jobs done by each type of employee and post on the web site. Include a section on the web page on policies, procedures, and help on substance abuse issues. Develop community survey and post on the web site. 	3, 5	1, 7, 10	1, 4, 8, 15	9	7

Continued on next page



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Post information with “hit” counters to determine number of people accessing the information and responses to survey items. ▶ Determine ways to tabulate results. ▶ Develop a marketing strategy and implement it to encourage people to visit the web site. 					
▶ Investigate the relationship between substance use and abuse with accidents and violence.		5, 6	5, 9, 12		1, 8
▶ Research the consequences of a criminal record on acceptance into a college or employment.	2	5, 6	4, 9, 12	10	
▶ Investigate the prevalence of drug testing in the workplace.		5, 6, 7	4, 5, 8		
▶ Establish a strategy for reducing substance abuse in the company.			15	8	
▶ Develop role-playing skits that demonstrate effective and ineffective methods of intervention when dealing with coworkers and/or employees who have a substance dependency or usage problem.			1, 13	2	8
▶ Collect, analyze and produce timely, culturally sensitive company policy information concerning substance use and abuse.		8	4, 8	6	6, 8, 9
▶ Develop a model substance-abuse prevention program for business and industry. <i>Teacher Tip: This program may be written in different languages.</i>			15		8
C. Reflection/Evaluation					
▶ Write an essay on how the learner defines acceptable substance use as related to personal performance in the workplace.	1		10		

Sample Activities

List of CCWR Standards

	1	2	3	4	5
▶ Role-play both the manager's and the employee's role when an employee has displayed behavior that indicates possible substance abuse.	1		1	2, 6	8
▶ Investigate careers that relate to substance-abuse testing, counseling, and treatment and visit the work sites of individuals in these careers.	3, 5, 6	5, 6	4, 5		9
▶ Compare and contrast the effects of different substances on various tasks in the workplace.		5, 6	4, 5, 9, 12		
▶ List individual short- and long-term goals and analyze the impact of substance abuse on the possible attainment of those goals.			10	1	
▶ Determine how to improve an existing long-range strategic plan based on local needs for preventing substance abuse in the community.			3, 4, 8, 13, 15	1,9	8
▶ Develop such a plan if none exists.					
D. Extension					
▶ Develop a Peer Leaders Program for addressing student concerns.			1, 2, 3, 4, 15	2, 5, 7	
▶ Debate incarcerating or rehabilitating a drug abuser.			1, 3, 8, 14	9	8



K-4

Statement D:

Climatic conditions have changed in the twenty-first century. Research scientists are looking to the oceans to create habitable communities. Create an underwater community.

Focus: Students will explore the ocean as a habitat for human life.

Links to Other Standards: Arts (Visual and Performing) 1.6; Comprehensive Health and Physical Education 2.1, 2.4; Language Arts Literacy 3.2, 3.3; Mathematics; Science 5.3, 5.5, 5.6, 5.7, 5.8, 5.10, 5.12; Social Studies 6.4, 6.5; World Languages 7.1

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

- | | 1 | 2 | 3 | 4 | 5 |
|---|---|---------|------------|----|---|
| <ul style="list-style-type: none"> ▶ Define the term “ocean.” ▶ Compare and contrast with other bodies of water. ▶ Identify devices and products necessary to live on the ocean floor. ▶ Calculate the amounts of goods needed to sustain a community for a year. | | 6 | 1, 3, 5 | | |
| <ul style="list-style-type: none"> ▶ Study fresh- and saltwater bodies, including water currents and waves, vegetation, marine life, and land formation on the ocean floor. ▶ Categorize terminology using two languages. ▶ Create models of the water cycle. | | 6, 7, 8 | 2, 12 | | |
| <ul style="list-style-type: none"> ▶ Plan and conduct experiments focused on buoyancy, water movement and tides, and the ability of water to support life. ▶ Compare similarities. ▶ Contrast differences. ▶ Construct a Venn diagram. | | | 2, 6, 7, 8 | 10 | 7 |
| <ul style="list-style-type: none"> ▶ Investigate the types of fresh- and saltwater plant and animal life that might be harvested as future sources of food. | | 5, 6 | 5, 9 | | |

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Plan and construct a water-tight ocean floor habitat. ▶ Identify the skills required to construct it. 	5	1	15	2, 7	6, 7
<ul style="list-style-type: none"> ▶ Develop an illustrated book depicting plant and animal life in the oceans. ▶ Label them in two languages. 		8	8		
<ul style="list-style-type: none"> ▶ Explore career opportunities associated with ocean habitats. 	3, 6, 7	6	5	10	
<ul style="list-style-type: none"> ▶ Compare the consumption of marine-based foods by humans in various cultures. ▶ Create a graph that illustrates the types and amounts of marine-based foods consumed by humans in various cultures around the world. 		6	5, 9		
C. Reflection/Evaluation					
<ul style="list-style-type: none"> ▶ Write a story about the life of a person living in a sphere on the ocean floor. 			10		8
<ul style="list-style-type: none"> ▶ Present the stories and critique based on the ability to sustain life. 			10	4, 5	
<ul style="list-style-type: none"> ▶ Evaluate projects with class/student-created rubrics. 			10, 14	11	
D. Extension					
<ul style="list-style-type: none"> ▶ Invite professionals in the marine/ocean food and science industry to speak. ▶ Read books related to life in and on the seas. ▶ Schedule trips to aquariums, science museums, and exploratoriums. 	3, 5, 7		3	9	6, 8, 9
<ul style="list-style-type: none"> ▶ Plan and take a field trip to an aquarium. 	3			1, 2	7
<ul style="list-style-type: none"> ▶ Create a cartoon about the life of a person in an underwater environment. 					8
<ul style="list-style-type: none"> ▶ Complete a job-shadowing experience with aquarium workers. 	2, 3, 4, 7			9	8



5-8

Statement D:

Climatic conditions have changed in the twenty-first century. Research scientists are looking to the oceans to create habitable communities. Create an underwater community.

Focus: Work in project teams to develop an aquatic biosphere.

Links to Other Standards: Arts (Visual and Performing) 1.6; Comprehensive Health and Physical Education 2.1, 2.2, 2.4; Language Arts Literacy 3.1, 3.2, 3.4; Mathematics 4.7; Science 5.6, 5.9, 5.10; Social Studies 6.3, 6.7, 6.8, 6.9; World Languages

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
▶ Define a “community.”			4		
▶ Develop a chart on the components of a community, e.g., the makeup of a community, the method of government, the responsibilities of the members, site plan and architecture, unique features, the goods and services needed in a community.	3	2, 5, 6, 8	1, 2, 3, 9		
▶ Write an essay explaining what the learner likes about living in a community on land and compare to hypothetical living in an underwater environment.		8	3, 9, 10		
▶ Divide into project teams to	1, 3, 5, 7	1, 2, 5, 6	1, 3, 4, 12, 13	1, 2, 9, 10	8
1. research an ocean location;					
2. determine the kind of government and the roles that are needed in the underwater community. Include description of role;					
3. determine the kinds of jobs, worker qualities, and profession that would be needed to design and construct the underwater community;					
4. determine the kinds of businesses, jobs, worker qualities, services and professions that would be needed in the community, including job descriptions;					

Continued on next page

Sample Activities

List of CCWR Standards

	1	2	3	4	5
5. design an educational system that would be needed to serve a community of this size. Including job descriptions. Teacher Tip: Provide examples of job descriptions for students to review.					
▶ Each subcommittee will select, develop, and present to the class a design model based on the above research.	1	1, 2, 8, 9	15	1, 2, 7, 9, 10	8
▶ Research light sources that can be used for food production under water.		6		10	
▶ Calculate water pressure for different levels of underwater living.		7			
▶ Create an aquatic biosphere. Teacher Tip: Emphasize safety during the construction.		2, 9	15	1	4, 7
▶ Develop a portfolio detailing observations of life in the Biosphere.			2, 7		
▶ Critique a movie related to underwater living.	3, 5, 6, 9	5, 6	1, 2	5	5, 6
▶ Identify ideas and issues that may affect the underwater community.					
▶ Identify the jobs, roles, and careers needed to sustain such a community. Investigate career options associated the film industry.					
▶ Divide into teams to create a video on the ways raw materials from the ocean are used.		1, 9, 10	15	1, 2, 9, 11	7
▶ Research companies that have an association with the raw materials.					
▶ Contact a potential corporate sponsor for support of the video development.					
▶ Hold a competition to determine the winning video in various categories.					
▶ Plan and hold a movie award night.					
▶ Create a pie chart that illustrates the allocation of resources needed for life in the biosphere.		2	10		
▶ Justify resource allocation.					

Continued on next page



Sample Activities

List of CCWR Standards

C. Reflection/Evaluation

- ▶ Critique design models for feasibility, presentation style, and completeness.
- ▶ Compare and contrast similarities and differences.
- ▶ Include the estimated cost of each.

1

2

3

4

5

12

1

2, 8, 9,
12, 14

4, 5

- ▶ Complete a team and self-assessment on the biosphere project.
- ▶ Include assessment of personal achievements and problems associated with the model.
- ▶ Identify elements that might be changed in the future.

2

8, 10

3, 4, 5, 6

D. Extension

- ▶ Display models in the media center or office and elicit feedback from others.

10

3, 4, 5, 6

4

- ▶ Invite guest speakers from city-planning, architecture, oceanography, etc., to share their roles, responsibilities, and expertise in building communities.
- ▶ Discuss the role of consultants when planning and developing a project.

3, 5, 6, 7

3

11

9-12

Statement D:

Climatic conditions have changed in the twenty-first century. Research scientists are looking to the oceans to create habitable communities. Create an underwater community.

Focus: Design and create an underwater community, taking into consideration global socio-political perspectives.

Links to Other Standards: Visual Arts 1.6; Health and Physical Education 2.1, 2.2; Language Arts 3.1, 3.2, 3.3, 3.4, 3.5; Mathematics 4.1, 4.2, 4.3, 4.5, 4.7, 4.9, 4.10; Science 5.1, 5.2, 5.4, 5.5, 5.6, 5.9, 5.12; Social Studies 6.7, 6.8, 6.9; World Language 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: *The student will*

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Evaluate the importance of aesthetics, design, and construction concepts in community planning. ▶ Discuss the role of architects in community planning. ▶ Identify the different occupations that might be needed in order to construct an underwater community. 	3, 7		2, 3, 4, 9	5	8
<ul style="list-style-type: none"> ▶ Investigate technological equipment related to weather and environmental conditions. 		2, 6	5		1
<ul style="list-style-type: none"> ▶ Identify the number and types of illnesses and injuries that occur to workers who work in commercial diving operations. ▶ Calculate the number of illnesses and injuries that might occur in the construction of an underwater community. 		1, 10	1, 3, 5, 9, 12		1, 5, 8, 9
<ul style="list-style-type: none"> ▶ Recommend design features that support health-enhancing behavior and community interaction, which includes physical living environment, social and human services, judicial and government services, security, transportation, information and communications technologies, etc. ▶ Calculate how long it would take to build the community. 	3, 5	2, 3, 5, 6, 7, 9	1, 4, 5, 8, 10, 11		5, 6, 8,



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Explain the interrelationship and impact of geography, human political systems, and environment in the creation of an underwater community. ▶ Identify likely sites. 			5, 8, 9, 14		
<ul style="list-style-type: none"> ▶ Compare life-support systems needed in an underwater community with space stations. ▶ Draw parallels and analogies. 		1	5, 9, 11, 12		5, 6, 8
<ul style="list-style-type: none"> ▶ Create a systemic solution to social and cultural problems of human interaction. 	1, 2	10	15		
<ul style="list-style-type: none"> ▶ List positions within career pathways that are essential to the newly established community. ▶ Create job descriptions and methods of attracting qualified applicants; obtain labor market information; and project growth rates for related careers. 	1, 2, 3, 5, 9	1, 2, 8, 10	9		6
<ul style="list-style-type: none"> ▶ Develop resumes and interview for identified positions. 	10, 11	8			
<h3>C. Reflection/Evaluation</h3> <ul style="list-style-type: none"> ▶ Design the underwater community. ▶ Construct a critical-process recording sheet that addresses necessary components in the design process, e.g., air, food, shelter, education, finance, transportation. ▶ Invite members of an architectural firm to judge the most aesthetic design. 		8	14, 15	5	7
<h3>D. Extension</h3> <ul style="list-style-type: none"> ▶ Take a virtual field trip to a different living environment. 		1	2		
<ul style="list-style-type: none"> ▶ Generate an architectural/blueprint format; build three-dimensional models of the communities. 	1, 3, 5, 7	1, 2, 9	15	9	4, 7

K-4

Statement E:

A public relations firm has been hired to develop and produce a documentary alerting young adults to the need for fiscal responsibility when using credit cards. As an employee you have been asked to develop a five-minute demo for the client.

Focus: Explore basic monetary principles and apply them in a classroom store.

Links to Other Standards: Arts (Visual and Performing) 1.2, 1.3, 1.6; Comprehensive Health and Physical Education 2.2; Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5; Mathematics 4.1, 4.3, 4.4, 4.5, 4.6, 4.8; Science 5.2, 5.8, 5.9; Social Studies 6.6; World Languages 7.1, 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: The student will

	List of CCWR Standards				
	1	2	3	4	5
▶ Create a visual design by rubbing crayons, chalk, or other media on paper over coins.		2	15		
▶ Create a collage or a bulletin board of objects that cost more than, less than, or the same as a given amount of money.	12		15		7
▶ Interview family member or a neighborhood friend about bank services and documents used in banking institutions. ▶ Share the information with classmates in an oral presentation.	12		3, 4		
▶ Compare information on various coins and currency from the U.S. and other countries. ▶ Design a coin or a paper bill for your school. ▶ Compare words for money and numbers in associated languages. ▶ Test coin composition and identify the metals used.	12	6	6, 7, 8, 12, 15	10	7
▶ Develop a game tossing coins to demonstrate force and motion as scientific principles.		2	15	11	6, 7
Continued on next page					



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> Combine coins and currencies to construct a three-dimensional structure. 			15		
<ul style="list-style-type: none"> Discuss, plan, and implement a fund-raising event to help a community organization or family. 	1, 3, 12	2	1, 13, 14	1, 2, 3, 6	7
<ul style="list-style-type: none"> Plan a field trip to a bank. Invite merchants and bankers to visit the classroom to discuss financial issues. 	1, 2, 3, 12	2	1, 13, 14	1, 2	7
<ul style="list-style-type: none"> Establish a class store and bank. Weekly “paychecks” are deposited into students’ “bank accounts”. Open an account (in a classroom bank) for depositing funds for later classroom activities. Design a system for rewarding/depositing weekly checks to buy items in the class store. Role-play consumers, merchants, and bankers. Create credit card/bank statements to monitor spending. Use credit cards or faux-money to buy items in the class store over a period of weeks. <p>Teacher Tip: <i>Grades K-2 can use pictorial representations; grades 3-4 students can develop actual accounting statements. Students in lower grades may operate a store, making simple change for purchases.</i></p>	1, 2, 3, 5, 12	2, 7, 8	15	1, 2, 7, 9	
<ul style="list-style-type: none"> Read Aesop’s <i>Fables</i>, e.g., <i>Ant and Grasshopper</i> (saving vs. squandering). 	12				
<ul style="list-style-type: none"> Create a class spending chart, graphing total spending and student debt. Discuss reasons why some students are in debt and why others have incurred no debt. 	12	8	3, 9, 10		
<ul style="list-style-type: none"> Deduce reasons for the overuse of credit cards. Create a poster/visual fostering fiscal responsibility. Videotape poster presentations to the class. 	12	2, 8, 9	9, 15	2	7

Sample Activities

List of CCWR Standards

C. Reflection/Evaluation

- ▶ Write in a journal reactions to tasks for earning money, the amount of money earned, and feelings about system of earning money and ways of spending money.

12

10

- ▶ View and critique the video of one's own presentation.

9

10

3

- ▶ Debate whether credit cards will ever completely replace money.

12

1, 3, 8,
9, 11, 14

9

D. Extension

- ▶ Compose a public relations jingle encouraging fiscal responsibility.

12

15

- ▶ Mint faux-money and design credit cards.

2

15

7

- ▶ Investigate alternatives to monetary systems used in the past or internationally.

12

5, 6

5, 14

10



5-8

Statement E:

A public relations firm has been hired to develop and produce a documentary alerting young adults to the need for fiscal responsibility when using credit cards. As an employee you have been asked to develop a five-minute demo for the client.

Focus: Investigate and analyze the purpose, use, and impact of credit cards.

Links to Other Standards: Arts (Visual and Performing) 1.3, 1.4, 1.6; Comprehensive Health and Physical Education 2.2, 2.3; Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5; Mathematics 4.3, 4.5, 4.6, 4.8; Science 5.9; Social Studies 6.5, 6.6, 6.7; World Languages 7.1, 7.2

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
▶ Develop a vocabulary bank — e.g., fiscal, credit, interest rates.	12	6			
▶ Brainstorm problems related to the use of credit and credit cards. <i>Teacher Tip: Initial questions about the problem might include: 1) What is the value of having credit? 2) What would it be like not to have a credit card today? 3) How were credit cards first introduced?</i>	12	10	1, 3, 11		
▶ Propose solutions to these problems.					
▶ Investigate what happens to a person financially who is injured on the job and is unable to work.	12	5, 6	3, 5, 9, 14		8
▶ Hypothesize whether a person in this situation is more likely to have credit problems.					
▶ Identify what laws are in place to pay for medical treatment and compensate a person if he or she is injured and is unable to work.					
▶ Evaluate the effectiveness of Worker Compensation Laws in financially supporting workers who are partially or totally disabled.					

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Seek and bring in songs from various countries and eras with references to money. ▶ Analyze for meaning and historical context. 	12	5, 6	5, 12		
<ul style="list-style-type: none"> ▶ Use the Internet to download pictures of various coins and money from other countries. ▶ Bring in samples of coins from other countries. ▶ Practice buying objects using money from other countries. 	12	3, 5			
<ul style="list-style-type: none"> ▶ Design and construct a device that measures the speed and motion of a coin on a slope. 		7	15		7
<ul style="list-style-type: none"> ▶ Participate in <i>the Real Game</i> activities emphasizing budgeting. <i>Teacher Tip: Visit www.realgame.com.</i> 	3, 12		2, 11, 13	10	
<ul style="list-style-type: none"> ▶ Select a business and simulate the ups and downs of operation. 	3, 5, 12	1	5, 9, 12		
<ul style="list-style-type: none"> ▶ Invent a contract dividing profits fairly among business partners. 	12	2	15		
<ul style="list-style-type: none"> ▶ Select a high-end purchase (of interest to teens) and compare the total cost based on cash price vs. a credit purchase for a specified time. 	12	2	11, 12		
<ul style="list-style-type: none"> ▶ Interview individuals on their personal strategies for effective credit card usage. ▶ Create a visual representation that summarizes responses. ▶ Present to the class. 	12	9	3, 4, 15	9	7
<ul style="list-style-type: none"> ▶ Hypothesize the strategies that would be most effective for responsible use of credit cards. ▶ Check hypothesis by reviewing print and Internet resources. 	12	5, 6, 10	3, 10		
<ul style="list-style-type: none"> ▶ Develop a preliminary outline for the presentation on responsible credit card use. 	12	9	5, 15		
<ul style="list-style-type: none"> ▶ Videotape the presentations. 		2		2	4
<ul style="list-style-type: none"> ▶ Job shadow a person from banking, credit, or other financial department. 	2, 3, 7				7

Continued on next page



Sample Activities

List of CCWR Standards

C. Reflection/Evaluation

- ▶ Develop a rubric and assess the videotape presentation.
- ▶ Present ideas for improvement.

- ▶ Keep a log of personal earnings/income/allowance and expenses during a defined time frame.
- ▶ Categorize expenditures and project a budget to allow for a special or unforeseen future purchase.

D. Extension

- ▶ Develop a budget for a single person, a family of two, and a family of four on a given salary.

Teacher Tip: Include information on savings and credit purchases.

- ▶ Develop a simulation for a bank/credit union where credit cards are issued to patrons/participants.
- ▶ Select bank loan officers and consumers.
- ▶ Issue credit cards, maintain credit card records, develop credit card billing system, outline opportunities for using the a credit card and make simulated purchases.
- ▶ Prepare monthly statements and collect faux payments.
- ▶ Develop methods for dealing with individuals who miss payments or default over time.

Teacher Tip: This activity may be linked to occupations and salaries in the Real Game.

1	2	3	4	5
	2	9, 14	4, 5	
12	2	8, 9, 12, 13		
12	2	4, 5, 12, 13, 14, 15	1	
1, 2, 3, 5, 12	7	1, 3, 8, 9, 11	6, 8	7

9-12

Statement E:

A public relations firm has been hired to develop and produce a documentary alerting young adults to the need for fiscal responsibility when using credit cards. As an employee you have been asked to develop a five-minute demo for the client.

Focus: Produce a five-minute documentary alerting peers to the value of exercising fiscal responsibility.

Links to Other Standards: Arts (Visual and Performing) 1.1, 1.2, 1.3, 1.4, 1.6; Comprehensive Health and Physical Education 2.1, 2.2; Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5; Mathematics 4.1, 4.4, 4.5, 4.6, 4.8, 4.14; Science; Social Studies 6.1, 6.3, 6.5, 6.6; World Languages 7.1, 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: The student will

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Contact a college representative to speak with classes about spending and credit card uses and abuses in college. 	12	10	3, 4, 5	1	
<ul style="list-style-type: none"> ▶ Invite banking representatives or people involved in the credit card industry to address the class about fiscal responsibility and the various strategies for managing money. ▶ Visit banking and credit departments of business organizations and shadow individual employees in those companies. 	2, 3, 7, 12		3, 4, 5	2	7
<ul style="list-style-type: none"> ▶ Obtain application forms for various credit cards and analyze the types of information requested. ▶ Examine the applications for similarities and differences. ▶ Present the findings to the class using a multimedia format. ▶ Complete a personal application. 	12	4, 5, 6, 8	5, 7, 9, 11		
<ul style="list-style-type: none"> ▶ Visit a local cable TV company to observe and discuss equipment operation and fiscal considerations as well as policies related to community service spots and programming. 	3	1	3		7



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Obtain information on the variety of career employment opportunities in the production industry. 	12	2	4, 5	1	
<ul style="list-style-type: none"> ▶ Prepare an imaginary budget on a daily, weekly, and annual basis to reflect the personal expenses of a young adult. 					
<ul style="list-style-type: none"> ▶ Contact one young adult in the United States and one in another country. ▶ Compare and reflect on the differences between their perceived and actual expenses. 	12	5	9, 10	1, 2	7
<ul style="list-style-type: none"> ▶ Investigate the projected costs of further education, including room, board, tuition, spending money, books, health and physical well-being, etc. ▶ Analyze the data in a spreadsheet program using algebraic formulas. ▶ Develop a proposed budget or spending plan on an annual basis. 	12	4, 5, 6, 7	4, 5	1	
<ul style="list-style-type: none"> ▶ Explore various traditional and state-of-the-art payment and purchase methods. ▶ Compare the advantages and disadvantages of each. ▶ Identify the pitfalls inherent in each method. ▶ Calculate the impact of different interest rates on the balances remaining on credit cards or other time-purchase agreements. 	12	5, 6, 7	8, 9, 11, 12, 13		
<ul style="list-style-type: none"> ▶ Analyze a sample pay stub and draw conclusions about gross versus net pay. ▶ Investigate various withholdings and rates of deduction. ▶ Complete a sample W-4 form. ▶ Trace the history of business and personal taxation in the state and the nation. 	12	5, 6	12		
<ul style="list-style-type: none"> ▶ Investigate methods to protect personal income. ▶ Explain why saving is important. 	12	5, 6, 7, 10	4, 5		
<ul style="list-style-type: none"> ▶ Research and write a paper on a great entrepreneur in the state, country, or world. 		3	5, 8	10	

Sample Activities

List of CCWR Standards

	1	2	3	4	5
▶ Investigate credit card theft and privacy issues.	12	6,10	5		
▶ Work in teams to develop possible scenarios for a five-minute documentary for peers on fiscal responsibility.	12	4, 6, 9, 10	4, 5, 8, 15	1, 2, 6, 8, 9	
▶ Include stories of young adults using and abusing credit cards.					
▶ Research statistics and information on teen spending and credit use as background information.					
▶ Work with cable company staff to identify the professional competencies necessary to produce an effective video.	1, 2, 3, 5, 7		3, 4, 5	2, 9	7
▶ Form teams with students assuming the professional roles (technicians, writers, performers, etc.) and produce the video.	3, 5, 8	8	15	1, 2, 9	4, 8
▶ Read and discuss <i>The Merchant of Venice</i> .	12		9	7	
▶ Role-play the following scenario: A bank loan officer needs to develop an evaluation tool for new customers requesting credit cards. The bank has experienced a 20% default rate on credit card payments. Currently there are 1,000 credit card holders.	3		3, 11, 15		
▶ Develop a plan for reviewing and approving or disapproving new credit card applications.					
C. Reflection/Evaluation					
▶ Write an essay describing a personal financial profile.	12	8	9	1	
▶ Explain any spending patterns that may be a problem.					
▶ Use various scenarios to demonstrate strategies young adults can employ to practice fiscal responsibility.	12		15	1, 8	
▶ Write a letter dealing with a credit bill problem.	12	8			
▶ Show the videos to focus groups to obtain feedback.		2	10	4, 5	
▶ Based on the feedback, analyze the videos for effectiveness.					
▶ Complete an internship with an employer who is in the field of banking and/or credit.	1, 2, 3, 4, 5, 6, 7, 8	7		3, 5, 7, 9	7



Sample Activities

List of CCWR Standards

D. Extension

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Compare cost, skills needed, and suitability of end product when buying a food item at a restaurant vs. the preparing the same food at home. 	12	2	9, 15		
<ul style="list-style-type: none"> ▶ Plan a healthy menu for a family of four for a week. ▶ Develop a shopping list and do comparative shopping at several food stores. 	12	4	4, 5, 9		
<ul style="list-style-type: none"> ▶ Investigate credit card use by employees in business. ▶ Compare similarities and differences in personal and business accounts. 	12	6	9		
<ul style="list-style-type: none"> ▶ Scrutinize laws related to consumer protection and relate them to a potential financial transaction for a teen. 	12	6	15		8
<ul style="list-style-type: none"> ▶ Write a column for the student newspaper on financial concerns and tips for teens. 	3, 8, 12	8	4, 5, 15	9	8
<ul style="list-style-type: none"> ▶ Research bankruptcy and its consequences in the personal and business world. 	12	5, 6, 7	4, 5, 14	10	
<ul style="list-style-type: none"> ▶ Create and complete a comparative study on an occupation and the related educational training to determine the dollar value of current schooling. 	7, 12	5, 6, 9	9, 12		

K-4

Statement F:

Mr./Ms. Z's company has decided to relocate the employee and the family overseas. The employment opportunities exist in Australia, Brazil, China, Kenya, and Switzerland. Your family must make the decision as to the country of preference with a backup alternative. Provide a justification to the human resource department. Be prepared to negotiate a contract that meets career, financial, and personal needs.

Focus: Compare and contrast several countries to select the country best suited for the family's relocation.

Links to Other Standards: Arts (Visual and Performing) 1.3; Comprehensive Health and Physical Education 2.1; Language Arts Literacy 3.1, 3.2, 3.5; Mathematics 4.1; Science 5.7; Social Studies 6.4, 6.9; World Languages 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: The student will

Sample Activities		List of CCWR Standards				
		1	2	3	4	5
A. Preparation: (See page 6-2)						
B. Action: The student will						
<ul style="list-style-type: none">▶ Research the United States and the five country choices including: climate in relation to health and comfort; customs and culture; weather, transportation; job opportunities; resources; housing; currency; language; etc.▶ Design a table presenting the results of the research. <p>Teacher Tip: Depending upon grade level, the teacher can determine the level of complexity.</p>		6, 7, 8	1, 5, 8	10		
<ul style="list-style-type: none">▶ Draw a map showing the topography and location of the countries.			8	5		
<ul style="list-style-type: none">▶ Create a master list comparing and contrasting each country and the United States. <p>Teacher Tip: Students in grades K-1 can use a pictograph, students in grades 3-4 can create actual lists.</p>			2	9		
<ul style="list-style-type: none">▶ Determine what constitutes a contract, methods of negotiating a contract, personal and financial needs related to a career, etc.		12	5, 6	5		



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Break up into small “family” groups. Use the master list to determine the first- and second-choice country. 			8, 12, 14	2	
<ul style="list-style-type: none"> ▶ Make an oral/multimedia presentation (by “family” group) explaining why the first- and second-choice destinations were selected. 		8	15	2	
<ul style="list-style-type: none"> ▶ Use a simple teacher-created contract to clarify job tasks. <i>Teacher Tip: Depending upon grade level, the detail of the contract will vary. For grades K-1 the criteria can be represented in picture form.</i> 	3				
<ul style="list-style-type: none"> ▶ Read and discuss a story about a family’s move. ▶ Brainstorm a list of factors to be considered and decisions to be made in a move. Compare and contrast those factors and decisions in relation to a move out of the country. 		9, 12	9		
<ul style="list-style-type: none"> ▶ Read a story about a family in another country. ▶ Compare and contrast the lifestyle of the family with one in the United States. ▶ Visit the country (a virtual field trip) via the Internet. <i>Teacher Tip: Comparison of holidays may interest students.</i> 		5	5, 9, 12		
C. Reflection/Evaluation					
<ul style="list-style-type: none"> ▶ Conduct a peer evaluation of each group’s presentation. 				4, 5	
<ul style="list-style-type: none"> ▶ Conduct a self-evaluation: What would you do differently next time? 			10	3	
<ul style="list-style-type: none"> ▶ Write a persuasive paragraph or essay justifying the family’s decision to go to a certain country. 			10		
D. Extension					
<ul style="list-style-type: none"> ▶ Create resumes for each family member who is relocating with the employee, based on a list of available careers in each country of choice. 	9, 10	5, 6, 7	5, 8	1	

5-8

Statement F:

Mr./Ms. Z's company has decided to relocate the employee and the family overseas. The employment opportunities exist in Australia, Brazil, China, Kenya, and Switzerland. Your family must make the decision as to the country of preference with a backup alternative. Provide a justification to the human resource department. Be prepared to negotiate a contract that meets career, financial, and personal needs.

Focus: Use the decision-making process to relocate a family to an overseas location.

Links to Other Standards: Arts (Visual and Performing) 1.3, 1.6; Comprehensive Health and Physical Education 2.1; Language Arts Literacy 3.1, 3.3, 3.4; Mathematics 4.1, 4.3, 4.5, 4.7; Science 5.12; Social Studies 6.5, 6.9; World Languages 7.1, 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: The student will

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Research decision-making models and practice in given case situations. ▶ Divide into small family groups to determine the strategy to be used in making decisions about the impending move. 		5, 6, 7	1, 3, 5, 8, 12, 15	2, 10	
<ul style="list-style-type: none"> ▶ Correspond with a student from one of the countries about family life, activities, school, and the cost of various items. ▶ Compare activities and costs with those in the United States. 	12	5, 6	3, 9		7
<ul style="list-style-type: none"> ▶ Use the Online Public Access Catalog and the Internet to research the countries and relevant demographic and statistical data such as housing, education, medical care, etc. ▶ Analyze the data in a spreadsheet program using algebraic formulas. ▶ Take a virtual field trip to a country to explore its resources. 		3, 4, 6	5, 8, 9, 12		7
<ul style="list-style-type: none"> ▶ Organize the data gathered using necessary software applications, such as Excel, Power Point, etc. 		2	8		



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Recommend the information that should be included in the contract with the company with regard to wages, travel expenses, benefits, etc. 	12	6	5, 10		
<ul style="list-style-type: none"> ▶ Discuss the subject of change. Include personal adjustments each family member would have to make. ▶ Develop strategies to help cope with change. 			3, 14		
<ul style="list-style-type: none"> ▶ Create a multimedia Power Point presentation that includes audio/video, graphs, charts, etc., and explains to the employer the reasons for choosing a particular country over the other options. 		9	13		
<ul style="list-style-type: none"> ▶ List short- and long-term career and family goals. ▶ Analyze those goals against the projected career move. 			14	1	
<ul style="list-style-type: none"> ▶ Change key concepts on the employee resume to the language of the selected country. 	10				
<ul style="list-style-type: none"> ▶ Contact two moving companies about the costs of moves across state lines, across the country, and to international locations. ▶ Analyze data and select the more cost-effective company. ▶ Explore how preparations for moves in the United States compare with those for moves to international locations. ▶ Diagram how movers pack various size boxes and protect breakable objects. ▶ Research a list of items not recommended for packing, storage, and transfer due to combustibility or other safety reasons. 	12	2, 7	12	10	8
<ul style="list-style-type: none"> ▶ Categorize personal and work items to take along in the move as “essential,” “nice to take,” and “not essential.” ▶ Determine and/or project the volume and weight of the items selected. 			8, 9		

List of CCWR Standards

1 2 3 4 5

- | | |
|-----------|------|
| 9, 10, 11 | 2, 9 |
| 14 | |

1 2 3 4 5

- | | | | | |
|------------|---|----|--|--|
| | 2 | 2 | | |
| 5, 10 | 2 | | | |
| 1, 2, 3, 5 | 8 | 15 | | |



9-12

Statement F:

Mr./Ms. Z's company has decided to relocate the employee and the family overseas. The employment opportunities exist in Australia, Brazil, China, Kenya, and Switzerland. Your family must make the decision as to the country of preference with a backup alternative. Provide a justification to the human resource department. Be prepared to negotiate a contract that meets career, financial, and personal needs.

Focus: Mr./Ms. Z is interested in employment in a company with employment opportunities overseas. Mr./Ms. Z must apply to human resources for one specific site.

Links to Other Standards: Arts (Visual and Performing) 1.3, 1.6; Comprehensive Health and Physical Education 2.1; Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5; Mathematics 4.1, 4.5, 4.7; Science 5.10, 5.12; Social Studies 6.1, 6.3, 6.4, 6.5, 6.6, 6.7; World Languages 7.1, 7.2

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: The student will

- ▶ Research international companies.
- ▶ Include policies and procedures related to employment and transfer to other companies as well as the job titles available and job descriptions.
- ▶ Create a database illustrating the information.
- ▶ Analyze the data and compare it with personal skills and abilities.
- ▶ Compare and contrast the occupational safety and health worker-protection laws in the different countries.
- ▶ Take a virtual field trip to explore the companies' production facilities and procedures.
- ▶ Investigate the language, climate, religion, education/schools, housing, cost of living, government, history, culture, transportation, currency (rate of exchange), customs, crime rate, and health and safety issues.

Continued on next page

1	2	3	4	5
1, 2, 5, 7, 9	3, 4, 6, 7,	5, 8, 9, 12		8
12	5, 6, 7, 9	5, 11, 12	6	

Sample Activities

List of CCWR Standards

- ▶ Draw conclusions about living and working in that country.
- ▶ Evaluate the quality of air and water in the different countries and assess if they represent a health risk to the citizens.
- ▶ Quantify comparisons of some findings.
- ▶ Design a brochure that the company could use in recruiting employees to various international sites.

Teacher Tip: Visit a travel agency and pick up brochures on countries. This is an opportunity for students to fully explore the art and culture of the country.

- ▶ Decide which company and location meet their career and life goals.

- ▶ Prepare a resume, complete an application and role play an interview for that position.
- ▶ Negotiate a contract for a specific site/position.

- ▶ Develop a dictionary of phrases in the language used in the country selected; select phrases that may be used in employment and living situations.

- ▶ Analyze labor market information available through the Internet.

- ▶ Project an annual budget based on salary and expenses for work and personal living.
- ▶ Analyze the data in a spreadsheet program using algebraic formulas.

- ▶ Research travel plans. Include citizenship laws, passports and visas, immigration laws and procedures, and immunization requirements.
- ▶ Diagram a variety of possible routes and determine the shortest.

- ▶ Write a persuasive letter to family and/or friends explaining the merits of the company and location.

1	2	3	4	5
		13, 14	1	
10, 11	8	13	9	
11	5, 6, 8	5		
9	5, 6	8, 12		7
12	4, 5, 6	10	1	
	5, 6	5	10	
	2			



Sample Activities

List of CCWR Standards

C. Reflection/Evaluation

- ▶ Develop a rubric for assessing resumes, applications and interviews.
- ▶ Implement use of rubrics through peer assessment.

D. Extension

- ▶ Create a menu in English and one other language for the employee cafeteria.

- ▶ Divide into teams and travel to another country for three weeks to negotiate a contract.
- ▶ Identify major cultural differences that will influence the ability to complete the negotiations, for example, the roles of women, minorities, and other groups.
Explore the impact of doing business in a country with a different culture.
- ▶ Prepare a business dinner and simulate cultural customs as part of the investigation.
- ▶ Analyze cultural influences on conducting business in other countries.

1	2	3	4	5
	2	8	4, 5	
	5, 6, 8	5, 15		
2, 5	2	1, 3, 5, 8, 9	2, 6, 7, 8	6, 7, 8, 9

K-4

Statement G:

The town has decided to build a new school. Research, design and estimate costs for a model school. Prepare a presentation to convince the local board of education.

Focus: Investigate the components of a school facility and create a model of the ideal school.

Links to Other Standards: Arts (Visual and Performing) 1.1, 1.2, 1.3, 1.4, 1.6; Comprehensive Health and Physical Education 2.1, 2.3, 2.6; Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5; Mathematics 4.1, 4.3, 4.5, 4.6, 4.7, 4.8, 4.9; Science 5.2, 5.6, 5.7; Social Studies 6.7,6.9; World Languages 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: *The student will*

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Read a story about a child going to school in another country. ▶ Compare the experiences of that child with their own. ▶ Visually represent the similarities and differences. <p>Teacher Tip: <i>Provide a bibliography of stories for students to select.</i></p>			2, 4, 9, 12		
<ul style="list-style-type: none"> ▶ Participate in an in-school field trip to map the school and its grounds. ▶ Label the different uses for each area. 			7, 9	2	
<ul style="list-style-type: none"> ▶ List the different needs and wants as related to a school. <p>Teacher Tip: <i>Differences between needs and wants will vary; e.g., a media center is a need for some and a want for others.</i></p>			3	1	
<ul style="list-style-type: none"> ▶ List the uses of various rooms and spaces within the school facility. ▶ Analyze the effectiveness of the utilization. ▶ Propose changes. 			3, 12		
<ul style="list-style-type: none"> ▶ Critique the landscaping of the school. ▶ Research plants and conditions for maximum growth in the location. 	3, 5, 7, 8	2, 6, 8	4, 8, 13, 15	1, 2, 9	4, 7
Continued on next page					



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Propose recommendations for beautifying the grounds. ▶ Present them to the principal. ▶ Develop a plan for securing materials, tools and plants. ▶ Plant and maintain the plants identified in the beautification plan. ▶ Donate plants to a community site that needs beautification. 					
<ul style="list-style-type: none"> ▶ Plan and take a field trip to a nursery. ▶ Invite a horticulturist to speak to children about plants and landscapes. 	3	2	4	1, 2	7
<ul style="list-style-type: none"> ▶ Survey the school on the types of employment opportunities, tasks performed by workers, and space or facility requirements to complete tasks. ▶ Analyze the survey results to determine the minimum required facilities in a school. <p>Teacher Tip: Include maintenance, office, nurse, gym, cafeteria, architecture, landscaper, etc.</p>	3	3, 6, 7, 9	3, 4, 8, 12, 14	2	7
<ul style="list-style-type: none"> ▶ Plan a fitness program for elementary students. ▶ Identify the necessary equipment and design a storage area for the items. 	3	2, 6	3, 4, 5, 15	10	1, 2, 5, 6, 8, 9
<ul style="list-style-type: none"> ▶ Use technology and community resources to research various structural and safety issues: heating, lighting, placement of electric outlets, fire exits, etc. ▶ Discuss safety and health features needed in a school. ▶ Develop an inventory list of safety features for the school. ▶ Determine the necessary items for a well-stocked first aid kit. 	3	1, 2, 3, 6	4, 5	6, 7, 8	
<ul style="list-style-type: none"> ▶ Brainstorm symbols that might be used to represent doors, windows, lights and other architectural features. ▶ Draw some sample illustrations. ▶ Compare the illustrations with those actually used by architects. 	3	2	9, 12	9	
<ul style="list-style-type: none"> ▶ Use a sample floor plan and measure the size of spaces. ▶ Discuss the need for scale measurements. ▶ Practice various math scenarios for measuring inches, feet, and yards. 	7	2	3, 9, 12		

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Use multimedia resources to draw a floor plan or build a 3-D model of the ideal school. ▶ Information from their research needs to be incorporated. Teacher Tip: Recommend using cooperative groups. The teacher may use one classroom instead of the entire school for the early grades. 	3, 8	2, 3, 8	15	2, 10	7
<ul style="list-style-type: none"> ▶ Make an oral presentation describing the model and giving rationale for the choices. 	1	9	10, 14	4, 5	
<ul style="list-style-type: none"> ▶ Display models and written presentations in a school showcase for board of education and community viewing. ▶ Present designs to school principal and/or PTA members. 	1, 8	9		2, 9	7
C. Reflection/Evaluation					
<ul style="list-style-type: none"> ▶ Maintain a journal recording feelings and the reasons for maintaining and improving playground and recreational facilities at a school site. 			3, 10	3	
<ul style="list-style-type: none"> ▶ Use a rubric to evaluate group models and oral presentations. 			14	3, 4, 5	
D. Extension					
<ul style="list-style-type: none"> ▶ Present group models to the school facility planner for feedback and discussion. 	1, 8	9	10	3, 4, 9	
<ul style="list-style-type: none"> ▶ Create a portfolio of materials developed to be shared with the administration and architects. 	1	2, 9	2	11	



5-8

Statement G:

The town has decided to build a new school. Research, design and estimate costs for a model school. Prepare a presentation to convince the local board of education.

Focus: Using architectural requirements and legal building codes, design blueprints or CAD representations for a model school.

Links to Other Standards: Arts (Visual and Performing) 1.2–1.6; Comprehensive Health and Physical Education 2.2; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.3, 4.5 4.6, 4.7, 4.9; Science 5.10; Social Studies 6.4, 6.6, 6.7; World Languages 7.1

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Learn how to read an architectural blueprint. ▶ Analyze and discuss the blueprint for current use of space. ▶ Survey school staff and the community to include their needs, wants, concerns, etc. ▶ Set a long-term goal to design a new facility. ▶ Set short-term goals to modify the current facility. 	3	2, 6	1, 3, 4, 8, 12	1	
<ul style="list-style-type: none"> ▶ Research federal, state, and local requirements and building codes related to safety, health, space usage, etc. ▶ Investigate how much outside air is needed for each room in the school to ensure good ventilation and proper air quality. 		3, 6	4, 5		6, 8
<ul style="list-style-type: none"> ▶ Research and make local contacts to identify the stages of building design and construction. ▶ Interview individuals regarding career preparation in these fields. 	3, 5, 7	6	3, 4, 5	2, 6, 11	7
<ul style="list-style-type: none"> ▶ Measure four different types of rooms in a school building and draw the rooms to scale. ▶ Use furniture templates and arrange furniture in the rooms. ▶ Draw an elevation that includes a color rendition. 	3	2, 9	15		

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Estimate the furniture and technology needs the rooms within the proposed facility. ▶ Based on quantity and specification estimates, construct a proposed budget using at least two different vendors. ▶ Include transportation and shipping or other associated costs. ▶ Recommend and defend issuing a contract to one of the vendors. 	3, 12	1, 2, 5	4, 5, 9, 10, 12, 15		7
<ul style="list-style-type: none"> ▶ Develop a bulletin board using architectural-symbols. 		2, 8	15		7
<ul style="list-style-type: none"> ▶ Work in groups to design a model school. ▶ Chose the traditional drafted blueprint, a 3-D model, and/or CAD program for the presentation. ▶ Incorporate the building safety and code requirements researched earlier. <p>Teacher Tip: Design a model using metric measure.</p>	3	2, 9	15	2	7
<ul style="list-style-type: none"> ▶ Research and recommend materials and assembly methods for constructing the school. ▶ Create guidelines for purchasing materials to construct the new school that will minimize chemical emissions into the air inside the school and help prevent indoor air-quality problems. ▶ Explore the effect of local weather systems on these materials. ▶ Defend the recommendation. 	3	5, 6, 7	5, 8, 10, 11, 13		6
<ul style="list-style-type: none"> ▶ Identify local contractors. ▶ Contact the Better Business Bureau to check the companies' service records and customer complaints. 	2, 12	6, 7	3, 4, 5, 8	11	
<ul style="list-style-type: none"> ▶ Present a multimedia proposal to peers. ▶ Complete evaluations based on the merits of each proposal and design. ▶ Convene a group of adults to serve as a jury. 	1	9	4	3, 4 ,5, 11	
<ul style="list-style-type: none"> ▶ Job shadow people in positions related to architecture, design, landscaping, construction, contracting, etc. <p><i>Continued on next page</i></p>	1, 2, 3, 5, 7	1	10	2, 9	7



Sample Activities

List of CCWR Standards

	1	2	3	4	5
Teacher Tip: Be sure students observe work only. Child Labor Law prohibits student participation in hazardous occupations.					
C. Reflection/Evaluation					
▶ Conduct a peer evaluation of each proposal using rubrics to evaluate the actual design and the presentation itself.			7, 10	3, 4, 5	
▶ Self-assess group and individual participation in the project.			10	3	
▶ Use a journal to record reactions to the job-shadowing experience.	2, 3, 5, 7		10	3	
▶ Include likes and dislikes in the narrative description.					
D. Extension					
▶ Display the models for school and community viewing.		2			
▶ Write a press release announcing the completion of the models for the new school.	12	2, 8	4, 8		7
▶ Send the press release to the editors of the local paper.					
▶ Track the columns and inches that are actually published.					
▶ Analyze the factors that led to acceptance by the editor.					
▶ Compare the costs of public service announcements and purchased space.					
▶ Write a description of the new school and send it to a pen pal/foreign exchange student.		2, 7			7
Teacher Tip: Use the native language of the recipient.					
▶ Research various furniture styles and historical perspectives.		5, 6	9		
▶ Discuss international influences on interior design.					
▶ Create a portfolio of designs to be presented to the architect addressing the best features for the new school.	1	2, 9	2	11	
▶ Plan and take a field trip to stores or museums that supply furniture.		2		1, 2	7

9-12

Statement G:

The town has decided to build a new school. Research, design and estimate costs for a model school. Prepare a presentation to convince the local board of education.

Focus: Simulate the occupational roles of individuals involved in the design and construction process of a new school building.

Links to Other Standards: Arts (Visual and Performing) 1.1–1.6; Comprehensive Health and Physical Education 2.1, 2.2; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.3, 4.4, 4.5, 4.7, 4.8, 4.10; Science 5.2, 5.9; Social Studies 6.1, 6.5, 6.6; World Languages 7.1

Sample Activities

A. Preparation: (See page 6-2)

B. Action: *The student will*

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Brainstorm the types of occupations directly related to the task with which the town has challenged the class. 	3			9	
<ul style="list-style-type: none"> ▶ Survey students to identify related career interests, abilities, and skills and to help them divide into cooperative groups according to clustered disciplines/career pathways. 	2, 3, 6		3, 8, 9	2, 9	
<ul style="list-style-type: none"> ▶ Prepare resumes and apply and interview for positions on the student teams. <p>Teacher Tip: <i>Working teams can then be assembled based on individual talents and potential contributions.</i></p>	10, 11	2, 8	8, 10	1, 3, 9, 11	
<ul style="list-style-type: none"> ▶ Research licensing, bonding, and labor organizations in the construction industry. ▶ Investigate provisions that can be added to the contract to help ensure the workers are protected from occupational safety and health illnesses and injuries. ▶ Compare the number of injuries and illnesses that occur in the construction industry with the number that occur in other types of industries. ▶ Explain why some industries have more injuries and illnesses than others. 		5, 6	3, 4, 5, 9	10	2, 9



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Contact local professionals in the fields of public relations, architecture, construction, interior design, etc., to arrange for meetings and mentoring of student teams. ▶ Include discussion of employability skills, appropriate career majors, academic and occupational skills, and local volunteer opportunities. 	2, 3, 4, 5, 6, 7, 9	2	3, 4, 8, 10	9	7
<ul style="list-style-type: none"> ▶ Research state and local requirements for facility planning of schools. ▶ Include information on design requirements and bidding processes. 	12	5, 6	4, 5		8
<ul style="list-style-type: none"> ▶ Contact several construction companies and ask their personnel to mentor students in estimating the costs of the building based on materials, labor, etc. Compare company estimates for the various designs. Analyze why some designs are more or less expensive. 	12	6	3, 9, 12	9	7
<ul style="list-style-type: none"> ▶ Explore financing options. Include information on tax and interest rates, bonds, etc. ▶ Debate selected options and come to consensus on a recommendation. 	12	2, 5, 6	8, 10	9	
<ul style="list-style-type: none"> ▶ Identify and access other community resources and sources of information that might be used to formulate design ideas. 		5, 6	4, 5		
<ul style="list-style-type: none"> ▶ Research lighting, floor coverings, plumbing fixtures, etc. ▶ Select appropriate materials for the group design. 		1, 6	4, 5, 15		
<ul style="list-style-type: none"> ▶ Plan and conduct experiments on types of lighting, wattage, and types of bulbs and the ease of completing tasks in school. ▶ Design an ideal source of light. 		8	6, 7, 15		4, 6, 7
<ul style="list-style-type: none"> ▶ Develop preliminary designs for the multimedia presentations and 3D model of the building and site. 	3	2, 8	15		
<ul style="list-style-type: none"> ▶ Present designs to the board or other community group for assessment and discussion of the feasibility of construction in the community. 	2	9		9	7

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Relate site development to overall community development and environmental preservation. 			14		
<ul style="list-style-type: none"> ▶ Design a unique student desk or chair for a school. ▶ Hold a competition to determine the most unique and/or ergonomic design. ▶ Include an engineer or architect on the evaluation team. ▶ Determine the cost to manufacture the desk or chair and the selling price. ▶ Investigate obsolescence factors in the design. 	2, 3, 12	1, 2, 9	15	11	1, 6, 7
<ul style="list-style-type: none"> ▶ Research unique and/or controversial architecture throughout the world. ▶ Write an explanation in the language of the country. 		5, 6	4, 5		
<ul style="list-style-type: none"> ▶ Participate in a cooperative education or an apprenticeship structured learning experience at a construction site. ▶ Practice injury prevention. ▶ Manage crisis and stressful situations to maintain physical and mental health. 	1, 2, 3, 6, 8		10	2, 3, 11	1, 3, 4, 7, 9
<ul style="list-style-type: none"> ▶ Prepare a resume for construction employment in another country. 	10	8		11	
C. Reflection/Evaluation					
<ul style="list-style-type: none"> ▶ Conduct a peer evaluation of each proposal using rubrics to evaluate the design, the presentation, and the models. ▶ Conduct self-assessments of participation in the project. 			10	3, 4, 5	
D. Extension					
<ul style="list-style-type: none"> ▶ Display models for school and community viewing. 		2			7
<ul style="list-style-type: none"> ▶ Write a press release describing the project designs. 		2			



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Project operating costs for the gymnasium and/or the auditorium. ▶ Analyze the data in a spreadsheet program using algebraic formulas. ▶ Determine a facility use price to ensure proper maintenance and overhead. 	12	4, 5, 6	3, 4, 5		
▶ Create a color and elevation portfolio for the school.		8	15		
▶ Plan and take a field trip to a business that uses CAD programs in design.	3	2		1, 2	7
▶ Create a portfolio of designs addressing the best features of the new school.	1	2, 9	2	11	

K-4

Statement H:

Earth is becoming uninhabitable.

Focus: Develop and create alternative habitats in order to survive in outer space. Space stations and other planetary habitats need to be explored.

Links to Other Standards: Arts (Visual and Performing) 1.2, 1.3, 1.4, 1.6; Comprehensive Health and Physical Education 2.1, 2.4, 2.5; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.2, 4.3, 4.4, 4.7, 4.11; Science 5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.9, 5.11, 5.12; Social Studies 6.1, 6.5; World Languages 7.1

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: The student will

	1	2	3	4	5
<ul style="list-style-type: none"> View and discuss a movie or read a book about the solar system such as <i>The Magic School Bus in the Solar System</i>. 			5		
<ul style="list-style-type: none"> List items essential for sustaining life, e.g., air, water, food, and shelter. 			2, 3		
<ul style="list-style-type: none"> Research facts about each planet using library media resources. Compare and contrast the environments of each planet. Draw conclusions about which planets can support life. 		5, 6	5, 9, 12, 13	10	
<ul style="list-style-type: none"> Discuss the pros and cons of establishing a colony on selected planets. Chart such items as temperature, distance from the earth, space, etc. 		2	8, 9		
<ul style="list-style-type: none"> Research NASA's program of space exploration and the role of the government in the program. Send a letter to NASA by e-mail or surface mail. 	3	5, 6	5		8
<ul style="list-style-type: none"> Develop a map that depicts all countries that have space exploration programs. Compare reasons that countries began and continue to maintain space exploration programs. 		2, 8	5, 9, 12		



Sample Activities

List of CCWR Standards

	1	2	3	4	5
▶ Using pictures, drawings, or other visuals, create a story line describing events related to space travel.		2, 8	5, 9, 12		
▶ Investigate careers in astronomy, the aerospace industry and related fields.	3, 5	6	5		
▶ Develop a list of jobs needed to build a space station and to sustain a planet colony.	3, 5	6, 7	5		6
▶ Design a space station or planet colony. ▶ Build a model of the habitat.	3	2, 8	15		7
▶ Select a role from the list of jobs. Create and present a multimedia presentation about the colony/space station. ▶ Role play positions such as astronaut, colony scientist, space station designer, etc.	2, 3, 5, 19	9	15	11	
▶ Create a cartoon showing your life on the job or as a family member for a day.				7	
▶ Plan and/or conduct experiments on space-related concepts such as gravity, weightlessness, nutrition and digestion, fitness, etc.			6, 7		4, 7
▶ Plan and take a virtual field trip to NASA in Florida.	3	5, 6, 7			
C. Reflection/Evaluation					
▶ Complete a rubric evaluation of the colony.			10	3	
▶ Write a story about life on another planet based on what was learned.		8	10		
D. Extension					
▶ Use the Internet to communicate with a person in a career related to space exploration.	3	5, 6			7

5-8

Statement H:

Earth is becoming uninhabitable.

Focus: Earth's resources are rapidly being depleted. An expedition to Mars revealed potential raw materials. Devise a plan for securing and transporting the raw materials from Mars to Earth. The plan must be submitted for government approval.

Links to Other Standards: Arts (Visual and Performing) 1.2, 1.3, 1.5, 1.6; Comprehensive Health and Physical Education 2.1, 2.2, 2.6; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.3, 4.5, 4.7, 4.14; Science 5.1, 5.2, 5.3, 5.4, 5.5, 5.9, 5.10, 5.11; Social Studies 6.1, 6.2, 6.4, 6.9; World Languages 7.1

Sample Activities

A. Preparation: (See page 6-2)

B. Action: The student will

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> Define and explain what a corporation is and why it is established. 		6			
<ul style="list-style-type: none"> Locate and interview people with expertise in establishing a corporation, such as local chamber of commerce members, financial officers for banks, lawyers, etc. 	3, 5, 7	2	3, 4, 8		7
<ul style="list-style-type: none"> Divide into groups and select a role in the corporation. Write a job description for each role in the company. Justify how that role contributes to the entire project. 	2, 3	2	1, 8, 10	2	
<ul style="list-style-type: none"> Access information on the Internet and in print that explains how raw materials are obtained and refined. Define for each group the raw material to be obtained from Mars and the material's characteristics. Calibrate a scale that accurately measures the amount of raw material taking into account the difference in gravity on Mars. Draw conclusions about the best existing methods for extracting the material and suggest new ones based on background information about Mars. Design and manufacture a device for extracting the raw material. 	3	1, 5, 6, 10	15	10	7

Continued on next page



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Design a container for shipping of the raw material in the space ship. <p>Teacher Tip: The NASA web site (www.nasa.gov) contains information that might be useful.</p>					
<ul style="list-style-type: none"> ▶ Research living conditions on Mars and determine how the corporation will provide a safe habitat in this environment. ▶ Design the habitat for the workers and develop a database of materials needed for survival, e.g., food, water, oxygen source. ▶ Plan for fitness, emotional well-being, and recreational activities such as music and dance. ▶ Design a travel recruitment piece to entice workers to go to Mars. <p>Teacher Tip: Make recruitment posters in different languages.</p>	3	1, 2, 5, 8	15	10	6, 8
<ul style="list-style-type: none"> ▶ Propose and demonstrate a method for simulating movement and various activities on Mars. ▶ Hypothesize the effects of gravity on various body systems. ▶ Design a fitness plan to ensure muscle tone and fitness. 		8	3		1, 3, 8
<ul style="list-style-type: none"> ▶ Investigate the influence of imaginary space travel on art, movies, and other media productions. ▶ Complete a comparative analysis of imaginary space travel to reality. 		5, 6	5, 9, 12		
<ul style="list-style-type: none"> ▶ Propose a system for extracting and transporting the raw material to earth. 		1, 2	15		
<ul style="list-style-type: none"> ▶ Prepare a written proposal detailing the plan for government approval. ▶ Develop a multimedia presentation to persuade an audience. 		2, 9	15		
<p>C. Reflection/Evaluation</p> <ul style="list-style-type: none"> ▶ Present the formal proposals by each company to the “government.” 		9			
<ul style="list-style-type: none"> ▶ Ask an engineer to provide feedback on the designs for equipment and living facilities. 			4	4	7

Sample Activities

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Hypothesize the differences in everyday living activities when a long period is spent on another planet. 			3		
D. Extension					
<ul style="list-style-type: none"> ▶ Construct a model of the proposed living accommodations for the Mars colony. 	3	8	15		4, 7
<ul style="list-style-type: none"> ▶ Relate the theme to current problems on Earth and propose solutions. ▶ Devise a new garment or product that solved one of the current problems on Earth. ▶ Test the item for feasibility in use and production. ▶ Determine a test market site. ▶ Conduct a public survey of consumers at the market site to determine if consumers would buy the item and the amount they would be willing to pay. ▶ Compare with production costs to determine feasibility of production. 	3, 12	8, 10	9, 13, 15	1	7
<ul style="list-style-type: none"> ▶ Research the impact of a new corporation of this kind on a community in the United States. 		5, 6	4, 5		
<ul style="list-style-type: none"> ▶ Investigate the Challenger explosion and why it happened. ▶ Hypothesize what implications this accident has for building a habitat on Mars and for transporting people and materials between Mars and Earth. 		5, 6, 10	3, 5, 8		1, 6, 8
<ul style="list-style-type: none"> ▶ Expand the search for resources to other planets and/or natural satellites in our solar system. ▶ Research the geophysical aspects of the specific body in space and project how the “corporation” could work there. 		5, 6	3, 5		
<ul style="list-style-type: none"> ▶ Research the clothing and protective equipment needs of space travelers. ▶ Develop improvements on existing space suits and equipment. 		5, 6	15		5
<ul style="list-style-type: none"> ▶ Research and participate in the Mars Millennium project. <p>Teacher Tip: Visit www.mars2030.net.</p>		5, 6	5	2	7



9-12

Statement H:

Earth is becoming uninhabitable.

Focus: A previous expedition to Mars has identified and created a highly successful mining operation that has resulted in an unprecedented economic windfall on Earth. Develop a plan for donating money to a nonprofit organization.

Links to Other Standards: Arts (Visual and Performing) 1.3, 1.6; Comprehensive Health and Physical Education 2.2; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.2, 4.3, 4.5, 4.6, 4.9, 4.10, 4.12; Science; 5.1, 5.2, 5.5, 5.7; Social Studies 6.3, 6.4, 6.5, 6.6, 6.8, 6.9; World Languages 7.1

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: The student will

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Research the names and functions of nonprofit organizations. ▶ Summarize information using a database format. ▶ Include information on the fiscal assets of the group. 	12	3, 5	3, 5, 8		7
<ul style="list-style-type: none"> ▶ Investigate the procedures for establishing a nonprofit organization. ▶ Compare the procedures with those for establishing a for-profit organization. 		6	5, 8, 9, 12		
<ul style="list-style-type: none"> ▶ Divide into teams. ▶ One team represents the company who has the accumulated wealth to be distributed to a nonprofit organization. ▶ Other teams are formed to represent nonprofit organizations. ▶ The company team develops a request for proposals from nonprofit organizations that outlines the requirements to receive funding. ▶ The nonprofit organizations are required to identify their name and purpose and to develop the application to receive funds. ▶ The company team reviews applications and holds interviews as necessary. <p>Teacher Tip: The amount of money to be used should be defined (e.g., \$1,000,000).</p>	1, 2, 3, 5, 12	2, 8	1, 3, 5, 8, 13, 14	1, 2, 6, 8, 9	

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Hypothesize the results of increased wealth on the services delivered to the clients of nonprofit organizations. ▶ Display the results through charts and graphs. ▶ Predict trends of distribution of services based on geographic location. ▶ Analyze the data in a spreadsheet program using algebraic formulas. 		2, 4	3		
<ul style="list-style-type: none"> ▶ Research the role of the United Nations in global economics, including the provision of goods and services to countries throughout the world. ▶ Compare and contrast the functions of the United Nations and nonprofit groups in the United States. 		5, 6, 7	3, 5, 9, 12		
<ul style="list-style-type: none"> ▶ Create an original artistic (visual and/or performing) representation of the mission of a nonprofit group. 		2, 9	15		
<ul style="list-style-type: none"> ▶ Discuss the opportunities and difficulties of communicating in a highly technological society for a group that is nonprofit. ▶ Discuss the images portrayed or projected. 		10	3, 9		
<ul style="list-style-type: none"> ▶ Identify the roles and responsibilities of United Nations representatives in this process. ▶ Brainstorm ways that multilingual communication skills influence job success. ▶ Assess one's own qualifications and interests. ▶ Job shadow or volunteer in a related position with a nonprofit group. <p>Teacher Tip: Use the Internet to correspond with a United Nations representative(www.undcp.or.at/unlinks.html).</p>	1, 2, 3, 5, 6, 7, 8	2	5, 10	3, 9	7
<ul style="list-style-type: none"> ▶ Plan and take a trip to the United Nations in New York City. ▶ Prepare potential questions to ask guides for tours in at least one other language. ▶ Identify possible careers and transferable skills. 	3, 5, 6		3		



Sample Activities

List of CCWR Standards

C. Reflection/Evaluation

- ▶ Debate the pros and cons of forming an organization for profit vs. nonprofit.

- ▶ Interview a person in a nonprofit group such as the Peace Corps.
- ▶ Write a reaction paper and incorporate personal feelings about future participation in such activities.

D. Extension

- ▶ Research organizations that provide assistance to people in other countries.
- ▶ Chart the percentage of contributions reaching people in need.
- ▶ Compare resource distribution that actually reaches the people with the portion retained by governments.

- ▶ Model distribution of food throughout the world.
- ▶ Discuss feelings about a country or section of the world with few resources for food distribution but large population demand.

- ▶ Participate in a UNICEF community-service event.

- ▶ Plan and implement a charitable campaign for a needy family or group in the community.
- ▶ Develop accompanying campaign visuals.

	1	2	3	4	5
	12		1, 8		
			3, 10	1, 2, 6, 9	7
		2, 5, 6	5, 9, 12	10	
		2	2, 10		
	1, 5, 8	2		2, 9, 11	3, 7
	1, 5, 8	2, 8	15	2, 9, 11	3, 7

K-4

Statement I:

An individual wants to select a career pathway (Arts and Humanities; Health and Human Services; Mathematics, and Technology; and Business and Information) in an area of interest for future employment and postsecondary and lifelong learning.

Focus: Investigate a variety of career pathways based on individual interests.

Links to Other Standards: Arts (Visual and Performing) 1.2, 1.3, 1.6; Comprehensive Health and Physical Education 2.1; Language Arts Literacy 3.1, 3.2, 3.3, 3.4, 3.5; Mathematics 4.1, 4.5, 4.6, 4.14; Science 5.2; Social Studies 6.4, 6.5; World Languages 7.1

Sample Activities

A. Preparation: (See page 6-2)

B. Action: *The student will*

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Complete interest inventories and make a collage showing areas of interest. ▶ Label the collage using vocabulary in several languages. 	3	2, 6, 8	1, 4, 5		6
<ul style="list-style-type: none"> ▶ Interview people in any of the career pathways on the duties and tasks associated with the job. ▶ Investigate educational preparation and health and safety concerns for the pathway. ▶ Compare student interest areas to the career pathway. 	2, 3, 7	2, 5, 6	3, 4, 9	9, 10	7, 8
<ul style="list-style-type: none"> ▶ Divide into groups and work with the library media specialist to find books and stories about people on the job. ▶ Read the books and do an oral report of the careers described. ▶ Classify each job described into one of the four career pathways. ▶ Draw a person in sample careers. ▶ Assess other presentations. <p>Teacher Tip: <i>Presentations to the class might include an overview of occupations, employment opportunities, education necessary, safety, etc., for each pathway.</i></p>	3	6	4, 5,	4, 5	



Sample Activities

List of CCWR Standards

	1	2	3	4	5
▶ Create clocks to tell the time that people start to work.	1	2			
▶ Read and discuss <i>Oh, the Places You'll Go</i> by Dr. Seuss.	5				
▶ Invite speakers/parents to make presentations on each pathway. ▶ Investigate pathways of potential speakers before they present.	2, 3, 5, 7	6	3, 4, 5	9	
▶ Sort clothing, tools, products, etc., into career pathway categories. ▶ Hypothesize which clothing protects workers.			3, 9		1, 2, 5, 6, 8
▶ Participate in a career dress-up day. ▶ Make and wear a hat depicting a career. ▶ Hold a hat day. ▶ Label clothing in different languages. Teacher Tip: Have some clothing/costumes available that can be used by the students.		2	15	6	
▶ Ask questions of parents, neighbors, and other acquaintances concerning their work, duties, responsibilities, likes/dislikes, educational training, hours, and any accidents or health problems related to their work. ▶ Summarize findings. ▶ Prepare a chart showing the number of hours worked daily, weekly and yearly. ▶ Develop another chart depicting the number of vacation days and holidays. ▶ Compare charts with those of classmates. ▶ Use another language to depict the same information.	2, 3, 7	8	3, 4, 8, 9, 10, 12	9	6, 7, 8
▶ Participate in field trips to neighborhood business/industry sites. Teacher Tip: Develop questions and ideas for observation and safety as a class.	3, 5, 7		3, 7	2, 6, 9	6, 7, 8
C. Reflection/Evaluation					
▶ Establish a school post office with students at various grades holding jobs for the post office.	1, 2, 3, 7, 10, 11	2	4, 15	1, 2, 9, 11	7, 8
▶ Develop a newsletter about career options and events in the school.	3, 5	3, 8	4, 15	1, 2, 9, 10	

Sample Activities

	List of CCWR Standards				
	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Give an oral report to the class on experiences and feelings while role-playing the job. ▶ Evaluate with student/teacher-created rubrics. 			10	4, 5, 6	
D. Extension					
<ul style="list-style-type: none"> ▶ Make presentations to a PTA meeting. 	2	9		9	
<ul style="list-style-type: none"> ▶ Make presentations to another class. 	2	9		9	
<ul style="list-style-type: none"> ▶ Prepare a school bulletin board. 	2,8	15		7	



5-8

Statement I:

An individual wants to select a career pathway (Arts and Humanities; Health and Human Services; Mathematics, and Technology; and Business and Information) in an area of interest for future employment and postsecondary and lifelong learning.

Focus: Participate in a variety of activities to explore possible career pathways.

Links to Other Standards: Arts (Visual and Performing) 1.2, 1.3, 1.6; Comprehensive Health and Physical Education 2.1, 2.2, 2.3, 2.6; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12; Science 5.2; Social Studies 6.1, 6.6; World Languages 7.1

Sample Activities**List of CCWR Standards**

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Complete an interest inventory or revisit previous interest inventories from the student portfolio. ▶ Write an autobiography that describes personal qualities and interpersonal skills, keeping in mind personal health, fitness, safety, and ability to complete tasks. 	2, 3, 5	2	8, 10		
<ul style="list-style-type: none"> ▶ Job shadow a person in a career pathway of interest. ▶ Investigate child labor laws. ▶ Discuss why these laws are needed. ▶ Participate in a “take your child to work day.” ▶ Complete a questionnaire. ▶ Make a presentation to the class about the highlights of the day. 	2, 3, 4, 5, 6		8, 10	6, 9, 11	6, 7
<ul style="list-style-type: none"> ▶ Complete a hands-on project that involves skill development related to a career pathway choice: prepare food as a chef; plan and conduct an experiment as a scientist, design/build an object as an architect or engineer; analyze data in a spreadsheet program using algebraic formulas as an accountant, etc. Peers evaluate the project. 	1, 2, 3, 5, 6	2, 4, 8	15	1, 4, 5	7

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Volunteer or participate in a community-service activity associated with a career pathway. ▶ Participate as an interpreter in a community organization where these services might be needed. ▶ Evaluate your experience. 	1, 2, 3, 4 5, 6, 7, 8	2	10	3, 9	7
<ul style="list-style-type: none"> ▶ Invite speakers to make presentations on select occupations in the career pathways. ▶ Conduct individual/group research before the presentations. ▶ Include academic, employability, and occupational skills, as well as health and safety issues. ▶ Complete the statement: “I am (not) interested in _____ because...” ▶ Develop a visual display of protective clothing and gear for different jobs. 	2, 3, 6, 7	2, 6	4, 5, 9, 10	2, 3, 11	6, 8
<ul style="list-style-type: none"> ▶ Research the kinds of jobs available today and projected for the future. Include market demand, geographical locations, working conditions, and compensation. ▶ Conduct electronic/media searches on a broad occupational area. ▶ Prepare a multimedia presentation for the class. ▶ Compare individual interests and abilities and career choices based on the information presented. 	2, 3, 5, 7	5, 6, 9	5, 8, 10	11	
<ul style="list-style-type: none"> ▶ Develop a career plan and portfolio based on individual interests and abilities. ▶ Develop and maintain a resume that includes school and community activities and hours. ▶ Categorize and select courses offered in the middle and high school programs that promote preparation in the career pathway. 	3, 4, 6, 10	2, 7	15	1, 3, 9, 11	
<ul style="list-style-type: none"> ▶ Participate in an exploratory series of activities to broaden occupational skills in areas such as technology education, consumer education, child care, fashion design, food services, agriculture, medical arts, conflict mediation, etc. 	3, 5, 7, 8	2, 7	15	2, 3, 11	3, 4, 5, 7



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Hold a “real life” fair where students role play various life situations and their impact on careers and future life. ▶ Examples are substance abuse, criminal record, college loan debt, low grades, poor attendance, etc. ▶ Prepare a budget for living within a defined wage/salary for an occupation. ▶ Complete a financial wage analysis that includes deductions for taxes and benefits, insurance, loans, pension contributions, etc. 	1, 2, 3, 10, 11, 12	2, 5, 6, 8	1, 13 14	11	
<ul style="list-style-type: none"> ▶ Participate in the <i>Real Game</i> activities. <p>Teacher Tip: This is a multidisciplinary program that provides activities based on role playing experiences typical of an assigned career (www.realgame.com). Opportunities for career exploration include studying all aspects of career development and decision making/problem solving as well as academic skills. Other programs related to career guidance are Choices(www.choicesedgroup.org), Junior Achievement (www.ja.org), Micro-Society (www.microsociety.org), Mini-Society (www.minisociety.com), and/or McTown USA (see resource list).</p>	2, 3, 4, 5, 7, 12		1, 3, 8, 10, 11, 12, 13, 14	1, 2, 7	
<ul style="list-style-type: none"> ▶ Participate in a Micro-Society or entrepreneurial experience. ▶ Apply for positions as safety patrol members, financial officers, attendance clerks, CEO, business manager, public relations coordinator, etc. ▶ Develop a system for rewarding points/faux money for attendance, participation in events, etc. ▶ Plan and implement a culminating activity such as an entrepreneurial fair where students may use the money earned to purchase items made by various classes. 	1–12	1, 2, 3, 5, 6, 7, 8	15	1, 2, 3, 4, 5, 6, 7, 8, 9, 11	7
<ul style="list-style-type: none"> ▶ Search the Internet and print ads for potential employment opportunities. ▶ Categorize these by career majors. ▶ Select one of interest and write a letter of application. ▶ Prepare a resume for the position. ▶ Role play interviewing for the position. <p>Teacher Tip: Encourage students to explore WNJPIN (www.njpin.state.nj.us) for information on careers and jobs.</p>	3, 9, 10, 11	5, 6, 8	4, 5, 8	3, 9	

Sample Activities

List of CCWR Standards

C. Reflection/Evaluation

- ▶ Use a journal to record reactions to various presentations/ interviews/job shadowing experiences, etc.

3, 4, 6

2

8, 10

- ▶ Compare employability skills as they apply to the job of being

1, 2, 5, 7

8, 9

3

- ▶ Use a rubric to evaluate the interviews conducted in role play situations.
- ▶ Provide constructive criticism.

2

7, 8

4, 5, 6

D. Extension

- ▶ Apply for and work in actual employment, adhering to child labor laws.

1–12

2

15

1–11

1–9

- ▶ Investigate fighting and anger management in the workplace.

5

5

5

4, 5, 6, 8

8



9-12

Statement I:

An individual wants to select a career pathway (Arts and Humanities; Health and Human Services; Mathematics, and Technology; and Business and Information) in an area of interest for future employment and postsecondary and lifelong learning.

Focus: Conduct research and perform preparatory activities to select a specific career pathway for future employment, postsecondary education and lifelong learning.

Links to Other Standards: Arts (Visual and Performing) 1.3, 1.6; Comprehensive Health and Physical Education 2.1; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12; Science 5.2; Social Studies 6.1, 6.3, 6.4, 6.5, 6.6; World Languages 7.1

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Complete an interest inventory or revisit previous interest inventories from the student portfolio. ▶ Write a persuasive essay or letter of application for a job or admission to a postsecondary institution that emphasizes personal skills, competencies, abilities and interests, past and current employment, and school and community activities. 	2, 3, 5, 6, 10	2	8, 10	1, 3, 11	
<ul style="list-style-type: none"> ▶ Job shadow a person in a selected career pathway <p>Teacher Tip: <i>Job shadowing is recommended for the early years of high school only, not for career preparation.</i></p>	2, 3, 6, 7		7, 10	2, 9	7
<ul style="list-style-type: none"> ▶ Participate in comprehensive courses that involve skill development related to a career pathway choice: for example, keyboarding, computer applications and Accounting I and II, as a sequence in the business and information career pathway. ▶ Complete individual and group projects that demonstrate skill development and add them to a portfolio. 	2, 3, 4, 5, 6, 7	2	15	1, 3, 10, 11	

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Volunteer or participate in a community-service activity related to in the career pathway. ▶ Evaluate the experience. 	1, 2, 3, 4 5, 6, 7, 8	2	10	2, 3, 4	7
<ul style="list-style-type: none"> ▶ Plan a career day. Invite speakers to make presentations on select occupations in the career pathways. ▶ Conduct individual/group research before the presentations. ▶ Ask speakers to include information on academic, workplace, and occupational skills as well as information on health and safety issues. <p>Teacher Tip: A series of panels may be substituted for a career day.</p>	2, 3, 6, 7	2, 4, 6	3, 4, 5	1, 2, 9, 11	6, 8
<ul style="list-style-type: none"> ▶ Conduct electronic/media searches on a specific career. ▶ Interview a person in the field, using predetermined questions. ▶ Prepare a multimedia presentation for the class. ▶ Compare individual interests and abilities with career choices based on the information presented. 	2, 3, 5, 7	5, 6, 9	5, 8, 10	2, 3, 6, 7, 9, 10, 11	
<ul style="list-style-type: none"> ▶ Review and modify the career plan and portfolio based on individual interests and abilities. ▶ Discuss how avocations can lead to careers. 	3, 4, 6	2	10	1, 3	
<ul style="list-style-type: none"> ▶ Prepare or update a resume. Complete job applications. ▶ Role play interviewing for various positions. <p>Teacher Tip: Encourage students to explore WNJPIN (www.njpin.state.nj.us) for information on careers and jobs.</p> <ul style="list-style-type: none"> ▶ Obtain a paid job and work for a period of time. ▶ Analyze this employment experience against future goals and objectives. ▶ Identify skills that are transferable to future jobs. ▶ Review on-the-job performance with the mentor or employer. 	1–12	2	10, 15	1, 2, 4, 9	4, 5, 7
<ul style="list-style-type: none"> ▶ Develop and work in a school-based enterprise such as a student store, a floral shop, a bagel express, etc. ▶ Analyze this employment experience against future goals and objectives. <p><i>Continued on next page</i></p>	1–12	2	10, 15	1, 2, 3, 9, 11	2, 3, 4, 5, 7



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Identify skills that are transferable to future jobs. ▶ Evaluate the success of the enterprise in achieving its financial goals. 					
<ul style="list-style-type: none"> ▶ Develop and complete a senior experience. ▶ Select a problem, identify a mentor, conduct research, write a report, and make a presentation to an audience. ▶ Analyze the experience in terms of future career goals and objectives. 	2, 3, 4, 5, 7	2, 5, 8, 9	1, 5, 8, 10, 15	1, 2, 3, 9, 10	7
<ul style="list-style-type: none"> ▶ Investigate salaries for different jobs at the entry, mid-management, and executive levels. ▶ Propose a budget, including savings, for a single person and/or a family. Incorporate the data in a spreadsheet program using algebraic formulas. ▶ Research the origins and history of federal, state, social security, and unemployment taxes. ▶ Develop an alternative system to fund services and retirement. 	12	4, 5, 6	15		
<ul style="list-style-type: none"> ▶ Hypothesize the reasons for the rise of the labor movement in the United States. ▶ Validate the hypothesis. 		5, 6	3, 5, 8, 9, 10, 12	10	
<ul style="list-style-type: none"> ▶ Develop a timeline showing the events that led up to the passage of child labor laws. 		2, 5, 6	5, 8		8
<ul style="list-style-type: none"> ▶ Trace gender and equity employment issues throughout various eras. 		2, 5, 6	1, 5, 8, 9, 12	10	
<ul style="list-style-type: none"> ▶ Select a career pathway focused on one broad industry. ▶ Collect, organize, and analyze data on all jobs available as part of all aspects of the industry. ▶ Identify the levels of education necessary for each employment opportunity. ▶ Create a diagram showing possible jobs for advancement in the industry. ▶ Develop a visual presentation comparing salary ranges for various positions in the industry. 	2, 3, 4, 5, 6, 7, 9	2, 5, 6, 8	3, 5, 8, 9	10	6, 8
Continued on next page					

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Compare accident rates for various positions within the industry. ▶ Hypothesize causes for the accidents. 					
<ul style="list-style-type: none"> ▶ Research employment opportunities overseas within a career pathway of interest. ▶ Complete a job application package in another language. 	9, 10	2, 5, 6, 8	5, 8		
C. Reflection/Evaluation					
<ul style="list-style-type: none"> ▶ Compare the student evaluation process with the employer's assessment process for employees. 	2	2	9		
<ul style="list-style-type: none"> ▶ Determine future educational goals and develop a financial plan for funding further study. 	4, 6, 12	2	15	1	
<ul style="list-style-type: none"> ▶ Keep a journal of reactions, feelings, etc., that can be reviewed for future self-assessment. 	2	10	3		
<ul style="list-style-type: none"> ▶ Write a narrative that describes a typical day for a person in a career pathway. 	3	2			
D. Extension					
<ul style="list-style-type: none"> ▶ Select and use a budgeting/financial-planning software package. 	12	2, 3	15		
<ul style="list-style-type: none"> ▶ Use the data from the previously proposed budget to develop an investment portfolio. ▶ Compare saving opportunities based on salary ranges. ▶ Select hypothetical investments and track the yield by percentage and actual amount over a defined period of time. 	12	2, 3, 8,	1, 7, 8, 9, 11, 12, 13, 14	1, 9	



K-4

Statement J:

Although New Jersey is well known as the Garden State, it certainly could be recognized as the Invention State. We now live in an increasingly complex “global society” with demands for increased invention, design, and manufacturing to make people’s lives and work more productive while meeting personal and family needs.

Focus: Same as above.

Links to Other Standards: Arts (Visual and Performing) 1.4, 1.5, 1.6; Comprehensive Health and Physical Education 2.1, 2.4, 2.6; Language Arts Literacy 3.2, 3.3, 3.4; Mathematics 4.1, 4.2, 4.3, 4.7, 4.10; Science 5.1, 5.2, 5.3, 5.10; Social Studies 6.5; World Languages 7.1, 7.2

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

- ▶ Research a constructivist learning approach to inventing, designing, and making products.
- ▶ Obtain information on existing local, statewide or national invention competitions such as the New Jersey Mathematics Coalition Calendar Contest, Inventing America, the Toshiba/NSTA Explora Vision.

B. Action: The student will

- ▶ Discuss the “big ideas” related to inventing, designing, and making a product.
- ▶ Develop a visual organizer or a concept map illustrating what is already known about the topic.
- ▶ Make additions to the organizer or concept map on a ongoing basis.
- ▶ Read stories about inventors, designers, and engineers from around the world.
- ▶ Contrast different products designed to solve the same problem: a fork, a spoon, a knife, chopsticks, a bowl, etc.
- ▶ Create a new way to complete a routine, for example, combing

Continued on next page

1	2	3	4	5
8	3, 15			
3	1	5		
	2, 6	7, 9		6

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<p>hair, brushing teeth.</p> <p>► Compare different versions of similar products: for example, health products like toothpaste.</p> <p>Teacher Tip: <i>Vocabulary may be presented in more than one world language.</i></p>					
<p>► Determine the function and/or origin of materials used to make a product, for example, the wood or graphite used in a pencil. Learn the word for the product in the country of origin.</p> <p>Teacher Tip: <i>Explore the geography, history, and culture of the country of origin of the materials.</i></p>		1, 3, 6	5, 9		
<p>► Document the evolution of a product related to the problem using a timeline that shows how and why a product's design has changed.</p> <p>► Project how the product might change in the future.</p> <p>Teacher Tip: <i>See the Toshiba NSTA Contest as an example.</i></p>		1, 3, 5, 7, 10	1, 2, 5, 7, 8, 9, 11, 14	1	
<p>Complete a design brief (DB) for one of the projects described below:</p> <p>Teacher Tip: <i>Be sure students discuss safety issues and develop a safety plan for the design brief selected.</i></p>					
<p>► DB#1: Design and construct a model of a device that enables a Teddy Bear or other favorite stuffed animal or doll to sleep comfortably throughout the year.</p> <p>Teacher Tip: <i>See K-6 modules developed through Project UPDATE, an NSF funded, integrated curriculum-development initiative, at http://www/tcnj.edu/~ties or other similar sites.</i></p>	1, 3	1, 2, 7	15	1, 9	3, 5, 7
<p>► DB#2: Design a calendar for an upcoming year that highlights the achievements of a select group or combination of people such as scientists, inventors, business leaders, or heroes.</p> <p>Teacher Tip: <i>See a sample design brief used during NJ's Mathematics, Science, and Technology Month. Note: This design brief can be extended to a schoolwide activity.</i></p>	1, 3	1, 2, 7	15	1, 9	3, 5, 7
<p>► DB#3: Participate in the Toshiba/NSTA Explora Vision competition and design a portfolio which illustrates the future</p>	1, 3	1, 2, 7	15	1, 9	3, 5, 7

Continued on next page



Sample Activities

List of CCWR Standards

	1	2	3	4	5
direction of a selected technology. Teacher Tip: <i>Entry deadline for all categories is February of each year. For more information see http://www.toshiba.com/tai/exporavision.</i>					
<ul style="list-style-type: none"> ▶ DB#4: Participate in the NSTA Young Inventors program and “design and build a tool that performs a practical function, including but not limited to tools that mend, make life easier or safer in some way, entertain, or solve an everyday problem.” Teacher Tip: <i>Documentation to include a three- to seven-page inventor’s Log and a photograph of the inventor demonstrating the tool. This program is open to students in grades 2-5. Entry deadline is in March of each year. For more information see http://www.nsta.org/programs/craftsman.htm. Hold an inventor’s fair.</i> 	1, 3	1, 2, 7	15	1, 9	3, 5, 7
<ul style="list-style-type: none"> ▶ DB#5: Create a design brief for a class- or self-initiated entrepreneurial project. 	1, 3	1, 2, 7	15	1, 9	3, 5, 7
<ul style="list-style-type: none"> ▶ Invite guest speakers from the entrepreneurial or manufacturing community to explain their business, inventions, and/or products. 	2, 3, 5, 7		3, 4	2	7
C. Reflection/Evaluation					
<ul style="list-style-type: none"> ▶ Maintain a daily, one-page class log describing (1) the focus of each day’s work, (2) something learned or information acquired that would answer a “need-to-know” question on the concept map, and (3) mnemonic reminders for the next class session. 		2	8, 10	3, 9	
<ul style="list-style-type: none"> ▶ Design groups present the results of their work to the class or other audience. ▶ Provide peer feedback. Teacher Tip: <i>Use a rubric to provide feedback to the students.</i>		9	2, 8, 10	2, 3, 4, 5, 7, 9	3, 4, 7
D. Extension					
<ul style="list-style-type: none"> ▶ Display design solutions at a school open house or other event. 		9	4	2	4, 5
<ul style="list-style-type: none"> ▶ Manufacture and sell the product or invention through a local vehicle. 	1, 3, 5	2	15	1, 2, 3	1–9
<ul style="list-style-type: none"> ▶ Obtain newspaper coverage showcasing the student’s involvement. 		2	4		7



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> Discuss the academic preparation necessary for employment in these fields. <p>Teacher Tip: <i>Ensure that the individuals selected for study represent gender and cultural diversity. Encourage students to broaden their experience by pursuing new individuals and problems.</i></p>					
<ul style="list-style-type: none"> Invite a businessperson from the community to speak with the class about a focused topic, such as invention, patents, product design/development, or innovation (e.g., developing an invention into a marketable product). <p>Teacher Tip: <i>Sources for speakers include corporate speakers bureaus, the Department of Labor, the local/state chamber of commerce, or parents of students.</i></p>	2, 3, 5, 6, 7	10	3, 4		7
<ul style="list-style-type: none"> Conduct a human factors study. Analyze and plot data that would be useful to a company designing and manufacturing a product related to that factor. Determine mean, mode, median, and standard deviation and plot them on a graph. Discuss how a company would use this information in the designing and manufacturing process. An example includes measuring and plotting a gender-neutral trait such as shoe length or width. <p>Complete a design brief (DB) for one of the projects described below:</p> <p>Teacher Tip: <i>Be sure students discuss safety issues and develop a safety plan for the design brief selected.</i></p>		1, 2, 4, 5, 6, 7, 8	1, 3, 5, 12		
<ul style="list-style-type: none"> DB #1: Design and model a developmentally appropriate traveling board game to keep two or more third- or fourth-graders occupied while traveling in a car or other transportation mode. 	1, 3	1, 2, 7	15	1, 9	3, 5, 7
<ul style="list-style-type: none"> DB#2: Design a calendar for an upcoming year that highlights the achievements of a select group or a combination of people such as scientists, inventors, business leaders, or heroes. <p>Teacher Tip: <i>See a sample design brief used during NJ's Mathematics, Science, and Technology Month. Note: This design brief can be extended to a schoolwide activity.</i></p>	1, 3	1, 2, 7	15	1, 9	3, 5, 7

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<p>► DB#3: Design, produce, and package a snack-food product for teenagers that contains cereal as a primary ingredient. The snack should be wholesome, and have a long shelf life, and a unit retail price between fifty cents and one dollar per individual serving.</p> <p>Teacher Tip: <i>Parts of the production and packaging may be divided among various classes to involve art and design/computer technology in the labeling, packaging design, and production of the snack.</i></p>	1, 3, 8, 12	1, 2, 7, 8	15	1, 9	3, 4, 5, 7
<p>► DB#4: Participate in the NSTA Young Inventors program and “design and build a tool that performs a practical function, including but not limited to tools that mend, make life easier or safer in some way, entertain, or solve an everyday problem.”</p> <p>Teacher Tip: <i>Documentation to include a three to seven page Inventor’s Log and a photograph of the inventor demonstrating the tool. This program is open to students in grades 2-5. Entry deadline is in March of each year. For more information see: http://www.nsta.org/programs/craaftsman.htm.</i></p>	1, 3	1, 2, 7	15	1, 9	3, 5, 7
<p>► DB#5: Select a service learning project. Analyze it and adapt/modify/design an innovation to the system that will better serve the needs of the group or individuals involved.</p>	1, 3	1, 2, 7	15	1, 9	3, 5, 7
<p>► Research the process of applying for a patent.</p> <p>► Establish a mini-patent office in the classroom so each group can apply for a patent upon completion of the product or concept.</p>	5, 6	2, 5, 6	5		
<p>► Maintain a daily, one page class log describing (1) the focus of each day’s work, (2) something learned or information acquired that would answer a “need-to-know” question on the concept map, and (3) mnemonic reminders for the next class session.</p> <p>► Record progress through an electronic portfolio format as an option.</p>		2	8, 10	3, 9	

C. Reflection/Evaluation



Sample Activities

- ▶ Design groups present the results of their work to the class or other audience.
- ▶ Develop a rubric and provide peer feedback.

D. Extension

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Design groups present the results of their work to the class or other audience. ▶ Develop a rubric and provide peer feedback. 		9	2, 8, 10	2, 3, 4, 5, 7, 9	3, 4, 7
D. Extension <ul style="list-style-type: none"> ▶ Test the products with students in another class or school. ▶ Design and analyze the results of a survey evaluating the product. ▶ Develop a new recipe or improve an existing one. ▶ elect a site for a sample taste test. ▶ Compile consumer taste results. ▶ Determine the winner. <p>Teacher Tip: Be sure foods are labeled with ingredients to avoid allergic reactions in taste testers.</p>	3	2, 4	3, 6, 8, 9, 12	2, 9	3, 4, 7
<ul style="list-style-type: none"> ▶ Manufacture and sell the product/invention. ▶ Do a cost analysis to determine selling price, profit margin, and overhead costs. ▶ Determine the distribution of the proceeds, such as reinvesting in the project or donating to a charitable organization. 	1, 3, 5, 7, 8, 12	2	4, 12, 15	1, 2, 3, 9, 11	1–9
<ul style="list-style-type: none"> ▶ Investigate potential health problems and safety hazards associated with producing products for consumption. ▶ Discuss ergonomics. ▶ Examine various products and clarify functions and utility. ▶ Develop a safety plan to address potential problems. 		2, 10	5	9	1, 2, 5, 6, 8, 9
<ul style="list-style-type: none"> ▶ Investigate the circumstances associated with the deaths of Marie Curie in 1934 and Karen Wetterhahn at Dartmouth College in 1997. ▶ Discuss how occupational risks may have been prevented. ▶ Identify the different laws that are designed to protect consumers, workers, and the environment before a new product is introduced into the marketplace. 		2, 6	1, 3		6, 8
<ul style="list-style-type: none"> ▶ Prepare press releases, fliers and advertisements featuring the products or inventions. 	1, 3, 5	8	15		

Sample Activities

List of CCWR Standards

- ▶ Participate in a packaging design activity for middle school students, such as the one produced by FACETS (published by Kendall Hunt) in association with the American Chemical Society.

- ▶ Plan and take field trips to museums, societies and businesses that invent things.
- ▶ Document how inventions are encouraged as part of the business cycle.

1	2	3	4	5
1, 3, 8, 12	1, 2, 8	15	1, 9	3, 4, 5, 7

3	2	3	1, 2	7
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9-12

Statement J:

Although New Jersey is well known as the Garden State, it certainly could be recognized as the Invention State. We now live in an increasingly complex “global society” with demands for increased invention, design, and manufacturing to make people’s lives and work more productive while meeting personal and family needs.

Focus: Same as above.

Links to Other Standards: Arts (Visual and Performing) 1.4, 1.5, 1.6; Comprehensive Health and Physical Education 2.4, 2.6; Language Arts Literacy 3.2, 3.3, 3.4; Mathematics 4.1, 4.2, 4.3, 4.7, 4.10; Science 5.1, 5.2, 5.3, 5.10; Social Studies 6.5; World Language: 7.1, 7.2

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

- ▶ Research a constructivist learning approach to inventing, designing, and making products.
- ▶ Obtain information on existing local, statewide or national invention competitions such as the New Jersey Mathematics Coalition Calendar Contest, FIRST Robotics Competition, the Toshiba/ NSTA Explora Vision Awards.

B. Action: The student will

- ▶ Construct a journal that describes the personal use of inventions over the course of one day and reactions to efficiency, suitability, and effectiveness.
- ▶ Analyze the effects of technology (e.g., microwaves, VCRs, answering machines, wireless phones) on family life.
- ▶ Include examples from your home life.
- ▶ Create a database of inventors based on a career pathway of choice.
- ▶ Using a world language of choice, present information on one inventor from the career pathway.
- ▶ Explain some of the workplace readiness and occupational skills of the chosen inventor.

Continued on next page

1	2	3	4	5
	2, 10	10	10	
2, 3, 5, 6, 7	4, 6, 9	5, 8	11	

Sample Activities

List of CCWR Standards

- ▶ Discuss the academic preparation necessary for employment in the field.

Teacher Tip: Ensure that the individuals selected for study represent gender and cultural diversity. Encourage students to broaden their experience by pursuing new individuals and problems.

- ▶ Locate job openings that require the skills and abilities demonstrated by the inventors, designers, and engineers or by group members performing the tasks.

Teacher Tip: Use WNJPIN (www.wnjp.in.state.nj.us) as a resource in addition to other print materials in libraries and newspapers.

- ▶ Participate in a mentoring or structured learning experience with inventors, designers, or engineers.

- ▶ Interview or talk in a chat room with a person employed in invention/patents/ product design or development regarding academic preparation, employability skills, job satisfaction, working conditions, salary ranges, and potential for advancement.

- ▶ Prepare and deliver a multimedia presentation.

- ▶ Compare and contrast the *inquiry method* used by scientists to discover new knowledge with the *design process* used by technologists to invent products.
- ▶ Consider important issues related to *technological progress*.
- ▶ Include the trade-offs and risks associated with using a new technology and the unforeseen impacts in developing products that satisfy wants and needs while focusing on sustainability.
- ▶ Analyze how inventions for fitness (e.g., Nordic Track or the heart monitor) have influenced daily life and life expectancies.

Complete a design brief (DB) and complete an application for a position on the design team for one of the projects described below:

Teacher Tip: Be sure students discuss safety issues and develop a safety plan for the design brief selected.

Continued on next page

1	2	3	4	5
9	6, 7	4, 5	9, 11	
1, 2, 3, 5, 6, 7, 8	2	15	2, 3, 6, 9	7
2, 3, 5, 7, 9	3, 5, 6	3, 4, 5, 8		7
	10	9, 12		



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ DB#1: Form a small peer group (three to four persons) and design, develop, and model a product that protects a child from a hazardous situation. Preliminary work must illustrate the research the design team has done to identify the existence of a hazardous situation. 	1, 3	1, 2, 7	15	1, 2, 9	1–9
<ul style="list-style-type: none"> ▶ DB#2: Design a display to celebrate a special event or holiday. Examples include mobiles; windsocks; action figures; and door/window covers that incorporate a controlled source of movement, light, and/or sound. 	1, 3	1, 2, 8	15	9	3, 5, 7
<ul style="list-style-type: none"> ▶ DB#3: Participate with a mentor in a design competition. <i>Teacher Tip: An example of this is the FIRST competition (www.usfirst.org).</i> 	1, 2, 3, 5, 6, 7, 8	1, 2, 9	15	2, 9	3, 4, 7
<ul style="list-style-type: none"> ▶ DB #4: Participate in the DURACELL/NSTA Invention Challenge and design a device that solves a problem and incorporates a battery as source of energy. Include a computerized Inventor's Log and a videotape of the inventor demonstrating the tool as part of the documentation. <i>Teacher Tip: This program is open to students in grades 6-12. Entry deadline is in January of each year. For more information see http://www.nsta.org/programs/duracell.htm.</i> 	1, 3	1, 2, 7	15	1, 9	3, 4, 7
<ul style="list-style-type: none"> ▶ Prepare a resume that includes project and structured learning experiences. 	10	8	10		

C. Reflection/Evaluation

- ▶ Maintain a daily, one-page class log describing (1) the focus of each day's work, (2) something learned or information acquired that would answer a "need-to-know" question on the concept map, and (3) Mnemonic reminders for the next class session.
- ▶ Record progress through an electronic portfolio format as an option.

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Conduct internal testing of products. ▶ Redesign product based on the test results. ▶ Test the product again to ensure item meets specifications. 		1, 2	6, 7, 12, 14	5, 9	1, 3, 4, 5, 6, 7
<ul style="list-style-type: none"> ▶ Present design groups projects to a review panel. <p>Teacher Tip: <i>The review panel might consist of business and industry representatives.</i></p>		9	2, 8, 10	2, 3, 4, 5, 7	3, 4, 7
<ul style="list-style-type: none"> ▶ Use a journal to record feelings and reactions to mentoring, structured- learning experiences, and career preparation activities and compare these with personal career choices. 	3, 4, 6	2	10	3, 11	
D. Extension					
<ul style="list-style-type: none"> ▶ Invite designers/engineers to school and have students present their design solutions to a panel. 		9	2, 10	2, 4	7
<ul style="list-style-type: none"> ▶ Display design solutions at a school open house. 		9	4	2	4, 5
<ul style="list-style-type: none"> ▶ Prepare press releases, fliers and advertisements featuring the products/inventions. 	1, 3, 5	8	15		
<ul style="list-style-type: none"> ▶ Create a consumer report on a product developed. ▶ Include the research methods and procedures used in evaluating the product. 	12	8	8	5	
<ul style="list-style-type: none"> ▶ Investigate the Responsible Care initiative developed by the Chemical Manufacturers Association and discuss the implications this effort has on new product development. 		5, 6	3, 8		8



K-4

Statement K:

The behavior of sports stars and movie personalities has been called into question. Develop a system for identifying and promoting positive role models in the community.

Focus: Identify the positive character traits associated with role models and relate them to employer requirements.

Links to Other Standards: Arts (Visual and Performing) 1.3; Comprehensive Health and Physical Education 2.2; Language Arts Literacy 3.1–3.5; Mathematics 4.3; Science 5.2, 5.3; Social Studies 6.5; World Language 7.2

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Develop a list of character traits and define them (e.g., honesty, responsibility, respect for others, fairness, tolerance). ▶ Present the list in more than one language. ▶ Develop an illustration depicting a situation in which a positive character trait was demonstrated. 		2	9, 10	6	
<ul style="list-style-type: none"> ▶ Discuss heroes. ▶ Brainstorm a list of people considered to be heroes. ▶ Categorize the heroes identified (e.g., media heroes, sports heroes, cultural heroes, family members, other role models). ▶ Discuss the traits a hero should possess. 	2		8, 9, 10	9	
<ul style="list-style-type: none"> ▶ Assess the positive qualities in identified heroes. <p>Teacher Tip: <i>Divide the class into cooperative groups.</i> Visit the web site, www.clcrc.com/pages/asssess.html.</p> <ul style="list-style-type: none"> ▶ Explain which hero the learner would choose as a friend. 	2		10	2	
<ul style="list-style-type: none"> ▶ Create a super hero using the list of character traits the learner deems most important. Write a paragraph or create a collage as part of the presentation. <p>Teacher Tip: <i>Instead of a super hero, create another super person such as coach, a teacher, a community helper, etc.</i></p>	2, 5	2, 9	10	11	

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Create a list of good worker traits. Compare and contrast with the list of character traits. 	1, 2, 5	2	9, 12	11	
<ul style="list-style-type: none"> ▶ Write a resume from a template for a job of a role model using related character traits. 	10	8	8		
<ul style="list-style-type: none"> ▶ Role-play an employment agent and applicant. ▶ Dress up as a role model chosen from the list. ▶ Apply for the job and convince the “employment agent” that the person is the perfect candidate for the job. 	9, 10, 11		10	6, 11	
C. Reflection/Evaluation					
<ul style="list-style-type: none"> ▶ Create an inventory to provide feedback as students role-play and project the employee to be hired. 			3, 8	5	
D. Extension					
<ul style="list-style-type: none"> ▶ Create a role-model journal to be kept throughout the year. <i>Teacher Tip: Journal content will vary but should include a list of the qualities discussed. Illustrations, drawings, and collages may be used.</i> 		2	10	7, 9, 11	
<ul style="list-style-type: none"> ▶ Investigate a hero. Write a research paper including a bibliography. 		3, 5, 6, 8	5	10	
<ul style="list-style-type: none"> ▶ Develop a display illustrating heroes and their traits. 		2	15		7



5-8

Statement K:

The behavior of sports stars and movie personalities has been called into question. Develop a system for identifying and promoting positive role models in the community.

Focus: Analyze and evaluate the character traits of public figures from around the world.

Links to Other Standards: Arts (Visual and Performing): 1.3; Comprehensive Health and Physical Education: 2.2; Language Arts Literacy: 3.1–3.5; Mathematics: 4.3, 4.5, 4.8, 4.9, 4.12; Science: 5.2, 5.3, 5.4; Social Studies: 6.2, 6.3, 6.8, 6.9; World Language: 7.1, 7.2

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Brainstorm what makes someone a role model and the qualities a role model might have. ▶ In a written paragraph list and defend personal role models. 		2	10	9	
<ul style="list-style-type: none"> ▶ Use magazines and newspapers from around the world to find pictures of role models. Make a collage from the pictures. 		2	2, 15		4
<ul style="list-style-type: none"> ▶ Develop a database that includes the characteristics and profiles of the role models. ▶ Create an “ideal” profile in more than one language. ▶ Develop a resume from a template for this “ideal” person for a specific career pathway. 	10	4, 8	8, 10	11	
<ul style="list-style-type: none"> ▶ Research and compare public figures from around the world with the ideal profile. 		5, 6	5, 8, 9		
<ul style="list-style-type: none"> ▶ Identify some local personalities from career areas such as business, education, politics, sports, the arts, etc., who approximate the ideal profile. Interview a local personality on his/her career. ▶ Discuss the attitudes workers and citizens should have toward complying with occupational safety and health laws and procedures. 	3	2	3, 8, 9	2, 11	1, 7, 8

Sample Activities
List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Participate in a mentoring program or job shadow a person in a career pathway. Evaluate the experience. ▶ Compare similarities and differences for role models and mentors. 	1, 2, 3, 5, 7	2	3, 7, 9, 10	1, 2, 3, 9, 11	7
C. Reflection/Evaluation <ul style="list-style-type: none"> ▶ Draw a conclusion as to whether or not the opinions held of the public figure changed as a result of doing the comparison. 			3, 10		
<ul style="list-style-type: none"> ▶ Create a game board, that includes ideal profiles, public offices, campaigns with famous heroes, and role models. 		2, 5, 8	5, 15		4
<ul style="list-style-type: none"> ▶ Debate whether a nationally known person is a hero. ▶ Use a rubric with “ideal” qualities. 			3, 8, 11	9	
<ul style="list-style-type: none"> ▶ Complete an interest inventory. ▶ Place the results in a career portfolio. 	3, 4	2			
D. Extension <ul style="list-style-type: none"> ▶ Divide into teams to develop strategic and tactical plans for the following scenario. The sports star that a company has used for years as a commercial spokesperson and to whom the corporation has become closely linked has just been found to be using steroids. A reporter asks the company public relations representative a sensational question relating to this issue during an otherwise routine press conference. The corporation needs to decide what to do about the issue. It does not have expertise in-house to deal with such a massive public relations debacle, so the company will be awarding a contract with a public relations/media relations firm to handle the situation. After developing their plans, teams present them to the company in hopes of being awarded the multi-million dollar contract (an outside businessperson can be brought in to make the judgment). 		2, 8	15	1, 2, 9, 11	7
<ul style="list-style-type: none"> ▶ Create a Wall of Fame for the school auditorium. ▶ Develop criteria for choosing the people for the Wall of Fame. ▶ Develop a program or ceremony for inducting these local heroes for the Wall of Fame. Complete a cost analysis of the project. 	12	6, 9	15	1, 2, 9, 11	4, 7



9-12

Statement K:

The behavior of sports stars and movie personalities has been called into question. Develop a system for identifying and promoting positive role models in the community.

Focus: Interaction with role models in the workplace.

Links to Other Standards: Arts (Visual and Performing) 1.3; Comprehensive Health and Physical Education 2.2; Language Arts Literacy 3.1–3.5; Mathematics 4.3; Science: 5.2, 5.3; Social Studies 6.2, 6.5; World Language 7.1, 7.2

Sample Activities

List of CCWR Standards

A. Preparation: (See page 6-2)

B. Action: *The student will*

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Search the <i>New York Times</i> database to find award-winning essays on role models written by high school learners in New York City public schools and other districts. ▶ Read those essays. ▶ Analyze the essays for the portrayal of the positive qualities of the role models. <p>Teacher Tip: <i>Research databases in New Jersey and throughout the world.</i></p>		4, 5	5, 9, 12		
<ul style="list-style-type: none"> ▶ Categorize the careers of the role models into career pathways. ▶ Hypothesize the positive qualities that lead to advancement in the chosen careers. 	2, 3, 4, 5, 7	3	3, 8, 9		
<ul style="list-style-type: none"> ▶ Choose a role model in a career field of interest. ▶ Write (in more than one language) and publish a curriculum vitae for that individual; specify professional preparation and achievements, occupational skills, educational background, and personal interests. ▶ Use print and electronic job-posting services to locate potential employment opportunities worldwide. ▶ Research web sites and computer-based career programs to obtain information on careers. 	2, 3, 4, 5, 7, 9, 10	2, 8	5, 8, 9		

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> Interview a successful local business or industry employee who fits the criteria of a positive role model. Summarize information and categorize according to the identified positive qualities. 	2, 3, 5, 7	2	3, 8, 9	11	7
<ul style="list-style-type: none"> Participate in a structured-learning experience under a local workplace mentor. Evaluate the experience based on the development of employability skills that will lead to becoming a mentor in the future. 	1, 2, 6, 7, 8	2	8, 10	2, 3, 9	3, 4, 7
<ul style="list-style-type: none"> Role-play your response to a person who is working in a way that endangers both their own and your health and safety. 			1	8	1, 7, 8
<ul style="list-style-type: none"> Develop a system that fosters service, (e.g., a mentor/peer mentor/tutor) and serve in that capacity. <p>Teacher Tip: Students are encouraged to apply and interview for mentor positions.</p>	1, 5, 6	2	15	2, 9	3, 4, 5, 7
C. Reflection/Evaluation					
<ul style="list-style-type: none"> Write original essays on the contributions of individuals who emphasize community/workplace success above personal gain. <p>Teacher Tip: Essays may be written in a language other than English.</p>	5	2		11	
<ul style="list-style-type: none"> Students choose a piece of world literature that addresses the theme of role models. Analyze the characteristics. 		6	8		
<ul style="list-style-type: none"> Write an original poem that illustrates the qualities exhibited by the role model in the literary selection read. <p>Teacher Tip: Resources and presentation may be in a language other than English.</p>		2	9		
<ul style="list-style-type: none"> Create grading rubrics for an original essay and multimedia presentation. 		2		9	



Sample Activities

List of CCWR Standards

D. Extension

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Choose a piece of literature that depicts positive role models. ▶ Compare the literary role model with a contemporary role model. 		6	5, 9		
<ul style="list-style-type: none"> ▶ Create an original poem, song, multimedia slide show, game, etc. that illustrates the qualities exhibited by any identified role model. 		2, 8	9		
<ul style="list-style-type: none"> ▶ Divide the class into teams to address the following scenario: A famous rock star/movie star has accepted your class's invitation to attend prom night festivities. Public appearances by this star often result in dangerous, rowdy conditions. The school realizes that it might be held liable for any destruction, damage, or personal injury that would occur to people or property during this event. It must take all precautions that would fully protect the community, the students, and the faculty, etc. from any and all negative occurrences. The school does not have expertise on its staff to deal with such issues, so it will be contracting the effort to security firms. ▶ The class divides into several teams that role-play the employees of a security firm bidding on the contract. One team in the class assumes the identities of school officials who, over the course of time, meet often with the security firms to lay out the issues and eventually award the contract to one of the firms. 		2, 8	15	1, 2	1, 2, 6, 8, 9
<ul style="list-style-type: none"> ▶ Invite personal role models to school for an evening celebration. ▶ Create a multimedia presentation to highlight the personal and professional traits exhibited by the guests. ▶ Design and produce a commemorative plaque or award for each guest. 	2, 5	9	15		7

K-4

Statement L:

Current transportation systems consume natural resources and add to pollution and congestion.

Focus: Current transportation systems consume natural resources and add to pollution and congestion.

Links to Other Standards: Arts (Visual and Performing) 1.1, 1.2, 1.3, 1.6; Comprehensive Health and Physical Education 2.1, 2.2, 2.3, 2.5; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.2, 4.3, 4.5, 4.8, 4.9, 4.10; Science 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.12; Social Studies 6.1, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9; World Languages 7.1, 7.2

Sample Activities

A. Preparation: (See page 6-2)

B. Action: The student will

	List of CCWR Standards				
	1	2	3	4	5
▶ List various modes of transportation used daily.			1		
▶ Survey the class to determine the frequency of use of the various modes of transportation and graph the results.		8	3, 8, 9, 12	2	
▶ Research safety rules related to driving, walking, biking, rollerblading, etc., and those that apply to airplanes, boats, trains, etc.		6, 8	4, 5, 8, 12		1, 2, 5, 6, 7, 8, 9
▶ Create a visual presentation that summarizes safety rules.					
▶ Discuss and compare the environmental and economic impact of different modes of transportation.	12	10	1, 9, 12		
▶ Compare the advantages and disadvantages of different transportation modes in reaching a destination.		6	4, 5, 12, 13		
▶ Write a persuasive paragraph.					
▶ Divide into groups.	1	2, 6, 7	3, 8, 12, 13	9, 11	8
▶ Select a job from stories.					
▶ Determine comparable locations within the neighborhood for the job in the story.					
▶ Analyze maps to determine distances to be traveled.					
▶ Estimate the time necessary to travel from the school to the work location.					

Continued on next page



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Review the previously discussed environmental issues and come to a decision about the best means of transportation in a given situation. ▶ Discuss the importance of getting to school and work on time. 					
<ul style="list-style-type: none"> ▶ Trace the development of a mode of transportation throughout various eras of history. Create a timeline. 		5, 8	5, 8		
<ul style="list-style-type: none"> ▶ Identify songs that include modes of transportation. ▶ Select a song and perform it for the class. ▶ Construct or obtain a costume or hat that depicts a worker for that mode of transportation. <p>Teacher Tip: Encourage students to research songs from other countries and cultures.</p>	3	2	5		
<ul style="list-style-type: none"> ▶ Using map skills to measure distances for travel, select a destination and map a route for reaching it. ▶ Design a “trip-tik” itinerary for the trip. 		8	2, 15		8
<ul style="list-style-type: none"> ▶ Invite a speaker whose work involves a career related to transportation to speak to the class. ▶ Develop a list of questions related to job tasks, the preparation/training required, licensing, safety rules and crisis situations related to this career. 	1, 2, 3, 5, 7	2	3	9	6, 7, 8, 9
<ul style="list-style-type: none"> ▶ List the pros and cons of using different transportation modes consider health and safety issues, cost, environmental concerns, time, and travel and related concerns as listed above. ▶ Each group presents its findings. 	12	9	8	2	6, 7, 8, 9
<ul style="list-style-type: none"> ▶ Select a mode of transportation and compare it to another country. ▶ Create and conduct a multimedia presentation on the topic. 		5, 9	5, 15	10	
<ul style="list-style-type: none"> ▶ Plan a trip to the local police department. ▶ Develop a list of questions to interview a police officer about the consequences of behaviors and violations of driving laws. ▶ Project the impact on careers and employment. 	1, 2, 3	2	1, 3	1, 2	7

Sample Activities

- ▶ Research the methods of counting vehicles passing a specific point.
- ▶ Develop a plan for documenting travel and frequency at a particular point.

C. Reflection/Evaluation

- ▶ Write a story about a personal experience related to travel.
- ▶ Select a favorite means of transportation and defend this choice.

D. Extension

- ▶ Compare and contrast the speeds at which animals move with human modes of transportation.
- ▶ Communicate with a driver who tracks the progress of delivering people or products as part of a job assignment.
- ▶ Map starting locations, planned stops and the final destination.
- ▶ Brainstorm events that may interfere with meeting time schedules.
- ▶ Identify safety measures for this mode of transportation.
- ▶ Develop a plan to implement a bicycle-safety awareness campaign in the school.
Teacher Tip: Work with the local police department/safety division.
- ▶ Measure strides and use a pedometer to determine how long it will take to walk various distances.

List of CCWR Standards

1	2	3	4	5
	2	15		1
	8	10	3	
		10	3	
		5, 12		
3	2, 5	15	9	5, 6, 7, 8
		1, 15		1, 2, 4, 5, 6, 7, 8, 9
	2	6	9	



5-8

Statement L:

Current transportation systems consume natural resources and add to pollution and congestion.

Focus: Propose ideas that will reduce the number of cars on the roads. Research, develop, and advertise economical transportation systems that conserve natural resources.

Links to Other Standards: Arts (Visual and Performing) 1.1, 1.2, 1.4, 1.5, 1.6; Comprehensive Health and Physical Education 2.1; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.10; Science 5.1, 5.2, 5.3, 5.9, 5.12; Social Studies 6.1, 6.2, 6.3, 6.4, 6.5, 6.7; World Languages 7.1, 7.2

Sample Activities

List of CCWR Standards

A. **Preparation:** (See page 6-2)

B. **Action:** The student will

- ▶ Brainstorm a list of initial questions, issues, and possible solutions related to the problem.
Teacher Tip: Encourage the students to develop wide-ranging solutions, e.g., vehicle design, public transportation systems, and community redevelopment. Consider hybrid cars, fuel cells, mandatory public transportation, and/or pedestrian malls.

- ▶ Research and debate whether vehicle manufacturers are designing or producing fuel-efficient vehicles.
- ▶ Compare American-made vehicles with those manufactured in other countries for fuel efficiency and environmental safety.
Teacher Tip: If a manufacturing facility is available, take a trip to the site. Investigate career opportunities related to design, manufacturing, etc.

- ▶ Design a fuel-efficient vehicle.
- ▶ Produce a model or prototype.
- ▶ Compare and contrast the fuel costs of operating a current gas-fueled vehicle with the costs of operating the newly designed fuel efficient model.
- ▶ Compare the safety features of the current model with those of the fuel efficient design.

1

2

3

4

5

1

6, 10

3, 5, 8, 9

7

12

7, 8, 10

8, 10, 15

1

4, 6, 7

Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Categorize fuel sources throughout the ages. ▶ Explore their impact on the environment. ▶ Write a research report with footnotes and a bibliography. 		5, 6	5, 8, 9	10	
<ul style="list-style-type: none"> ▶ Divide into teams to research and propose ideas to reduce the number of cars on the roads. ▶ Each team will champion a different solution. ▶ Develop an information packet to inform people of the idea. ▶ Conduct consumer focus groups to determine if drivers respond positively. ▶ If not, analyze why the ideas were not received positively and redesign the proposal. 		2, 8	15	2, 3, 4, 9, 11	7
<ul style="list-style-type: none"> ▶ Compare public transportation systems in different countries. ▶ Apply the best solution to the local problem. ▶ Develop a thesaurus for different forms of transportation. ▶ Include terms in other languages. 		1, 5, 6, 8	5, 8, 11, 12, 13		6
<ul style="list-style-type: none"> ▶ Develop a cost analysis for the proposed transportation system within the community. ▶ Explore government subsidy options and private ownership opportunities. ▶ Develop a model and project a one-way and a round-trip fare for a specific destination. ▶ Analyze the data in a spreadsheet program using algebraic formulas. 	12	4, 5, 8	3, 4, 5, 12		
<ul style="list-style-type: none"> ▶ Invite a local or regional planner to present information on projected community-development plans. ▶ Analyze the information presented to determine future transportation needs. ▶ Draw conclusions regarding the best transportation system to meet community-development plans. ▶ Present the recommended system in a proposal format. 		2	8, 11, 12, 13		
<ul style="list-style-type: none"> ▶ Design a community that offers the most efficient transportation options. 	3	1, 9	15	1	8



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Develop a public relations campaign to foster the use of the selected solution. ▶ Include one media form that focuses on an ethnic group speaking a language other than English. <p>Teacher Tip: Presentations can be made in different languages.</p>		8, 9	1, 15	6	
<ul style="list-style-type: none"> ▶ Categorize jobs related to this problem into career pathways. ▶ Identify the transferable skills that will be needed. ▶ Identify job openings in the local community. ▶ Develop job descriptions for the employment opportunities. <p>Teacher Tip: Plan and implement a field trip associated with transportation.</p>	2, 3, 5, 6, 7, 9	2	9		7
C. Reflection/Evaluation <ul style="list-style-type: none"> ▶ Display the final products in showcases and evaluate models through a student/ teacher-designed rubric. ▶ Invite parents, community representatives (mayor, town council members, chamber of commerce), board of education representatives, PTA groups, and the media to view the display and provide feedback. 		2		2, 3	7
<ul style="list-style-type: none"> ▶ Critique a municipal plan from another community. ▶ Write a business letter to the community offering suggestions. 		2	14	5, 6	
<ul style="list-style-type: none"> ▶ Hypothesize how various modes of transportation have changed society. 			3		
<ul style="list-style-type: none"> ▶ Job shadow a person in a career related to one of the areas of investigation. 	3, 7	2			
D. Extension <ul style="list-style-type: none"> ▶ Write an original story about obtaining transportation to a site after missing the last scheduled departure. 		8	10		
<ul style="list-style-type: none"> ▶ Investigate artists that feature a form of transportation and analyze the works in relation to the lifestyle of the time. 		6	5, 12		
<ul style="list-style-type: none"> ▶ Write an article and take photographs of the projects completed for publication in school newsletters and local newspapers. 	3	8		2, 9	

9-12

Statement L:

Current transportation systems consume natural resources and add to pollution and congestion.

Focus: As the chief engineer working for a firm, research and design an alternative form of transportation that uses renewable natural resources.

Links to Other Standards: Arts (Visual and Performing) 1.2, 1.3, 1.4, 1.6; Comprehensive Health and Physical Education 2.2; Language Arts Literacy 3.1–3.5; Mathematics 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11; Science 5.1, 5.2, 5.3, 5.4, 5.8, 5.9, 5.10, 5.11, 5.12; Social Studies 6.1, 6.4, 6.6, 6.7, 6.8, 6.9; World Languages 7.1

Sample Activities

A. Preparation: (See page 6-2)

B. Action: The student will

		List of CCWR Standards				
		1	2	3	4	5
<ul style="list-style-type: none"> Identify types of transportation systems currently available throughout the world. Communicate with a person in another part of the world using his or her other native language. 			1, 5			7
	<ul style="list-style-type: none"> Categorize renewable and nonrenewable energy sources that can be used in transportation. Prepare a graphic representation. 		2	9		
<ul style="list-style-type: none"> Research patents for transportation and fuel/energy devices and formulas. Determine which applications involve renewable resources. 			1, 5	5		
	<ul style="list-style-type: none"> Determine and present the economic, social, technological, natural resource, industrial, and political impacts of transportation on society. Investigate company policies and procedures related to employee commutation problems and issues. 	12	6	5, 14	10	



Sample Activities

List of CCWR Standards

	1	2	3	4	5
<ul style="list-style-type: none"> ▶ Investigate the safety concerns associated with using hydrogen as an alternative fuel. ▶ Describe how these concerns are being addressed and reach a class consensus as to whether the benefits outweigh the risks. 		5, 6, 10	3, 5	7	6
<ul style="list-style-type: none"> ▶ Apply the design-loop process to the design of an alternative transportation system that uses renewable natural resources. <p>Teacher Tip: <i>Group members apply for positions within the design team.</i></p>	9, 10	1, 9	15	2, 7	
<ul style="list-style-type: none"> ▶ Test the solutions and report the results. ▶ Prepare a design brief and role-play making a presentation to management. ▶ Evaluate each option and recommend one to be presented to the client. ▶ Create a rubric and evaluate the solution. 	7	8	8, 10, 13 14		
<ul style="list-style-type: none"> ▶ Research the potential that lubricant additives have in extending engine life and increasing fuel economies. ▶ Investigate the difference between using regular engine oil, engine oil with additives, and synthetic oils. ▶ Include an in-depth analysis of short- and long-term cost factors to the consumer. ▶ Develop a brochure “pitching” the best choice in engine lubrication. ▶ Develop a consumer survey and ask a number of individuals which product they use and why. ▶ Review the brochure with the consumer and record whether or not the marketing efforts have any impact on consumer behavior. 		2, 5, 9	1, 3, 5, 11, 13	2	7

List of CCWR Standards

C. Reflection/Evaluation

- ▶ Compare the design team's experience with operations in an engineering firm.
- Teacher Tip:** *Job-shadowing, field-trip, or employment experiences might be used as a basis for completing the comparison.*

- Investigate and design improvements to the current infrastructure.

- ▶ Develop cost estimates for construction of the recommended design option.
- ▶ Analyze the data in a spreadsheet program using algebraic formulas.
- ▶ Develop a business plan for implementing the project.